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Women's Energy page 4

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The Hamilton College Spectator
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Election results in, Mullen new Pres

by Bruce Rowe

On Tuesday the elections for Student Assembly President and Vice-president and several other first round electoral posts were held. Mark A. Mullen '86 was elected President and Ezra Kopelowitz Vice-President, accumulating 44 percent of the votes cast. This number is in accordance with the provisions in the Student Body Constitution which stipulate that if there are more than two candidates for the Presidency and Vice-Presidency, then the winners must recieve over 40 percent of the vote. This represents a "plurality" of the student body. Both Mullen and Kopelowitz have had experience this year in the Student Assembly, and Craig Moore, Chair of the Election Committee, believes that they are both qualified to serve in their new positions.

The other positions filled during Tuesday's voting include the senior class President, won by Drew Hunger '86. Christopher M. Testa '86 was elected to chair the Judiciary Board. Christopher D. Hoopes and Alexander L. Mucelli, both '86, will run the Interdormitory Council; while Mary Texido '86 was elected Chair of the Academic Chamber.

Moore was pleased with the voter turnout. Of the 1186 students eligible to vote, 652 exercised that option, just under 55 percent "active student participation." Moore emphasized that the Election Committee put in "a lot of time and energy" into turning out the vote. Polling places included the dining halls and the fraternity houses -an attempt to get the vote where people eat. In the past, most elections occurred in the Mail Center, where crowds, long lines and foul weather often discouraged potential voters. Comparing the figures from last year's elections, and from the referendum this fall to the turnout this spring demonstrates that the strategy of the Election Committee paid off. Student participation in those votes was 40 percent and 47 percent respectively.

Moore credits the turn out to "advertising *The Spectator* and on WHCL...massmailings and signs in the Mail Center and the Library." The elections for general Student Assembly positions will occur after the midsemester break. Moore expressed his hope that student turnout will be equally as enthusiastic for those elections as for the elections on Tuesday.

photo/Monique Lui

The spring-like weather just couldn't last. Could it?

Tempers flare at Bundy

by John Vecchione

Saturday a physical altercation occurred at a party in Bundy Dining Hall. The party was co-sponsored by the BLSU and DU and was supposed to benefit the ABC house. It was the two organizations first cooperative venture. The following account of the incident is based on reports the Spectator has gathered from people who were there, some of whom do not wish to be indentified.

The Spectator will withhold names of those allegedly involved pending the Dean's investigation.

At approximately 12:30 an argument ensued over the possession of champagne by one of the partygoers. Although this was settled peacefully, later after more verbal confrontation a male involved struck a female student during the argument. At this point stories vary but it is apparent that members of both DU and BLSU acted to restrain all combatants. The altercation continued for a while and racial epithets were exchanged. Eventually those involved left Bundy and the party resumed at a far more subdued level, and soon broke up.

Almost everyone involved and the officers of the two organizations were reluctant to talk about the incident before the Dean had had a chance to take care of the incident. Kevin Hayden, President of the BLSU, said that he had "No comment, we've turned the matter over to the Dean." This was echoed by the President of DU Mike Gilfillan who said "We have nothing to say. The whole matter's in the hands of the Dean." Dean of Students Jane Jervis has taken up the incident and is attempting to work out a resolution.

"Its not easy to investigate a situation where hundreds of people are involved." she said. The Dean added that she was trying to negotiate, and was talking to people involved in order to "arrive at an understanding of what happened." Jervis emphasized that in a free-for-all, "It's difficult to come to grips, to get a clear picture of what happened."

The Dean expresseed her feeling that the incident was unfortunate but that everyone involved was learning from it. She stressed "Bridge building" as opposed to confrontation. The Dean noted that the fact that DU and the BLSU had sponsored a party together was a good attempt to break down campus stereotypes. Jervis believes that a big part of the problem was alcohol. She noted, "If nobody had been drinking on Saturday night it wouldn't have happened. Its *clear* in my mind."

There were many rumors circulating on campus about the nature of conflict and some students thought it was a racial issue. Others believed it to be fraternity related. Few informed people were willing to go on record for the Spectator, until the Dean's report was revealed. Bill Jaworski, a member of DU said this "was not a fraternity issue, its between a group of individuals who have problems, and its being resolved (by the Dean(as far as I know." Scott Amoye, a member of the BLSU who helped to write its constitution and also a brother of DU, had more to say. Amoye was very clear on saying that "Supposedly I was in a fight with one of the individuals and he [supposedly] used a racial slur. This is untrue as far as I know. He could have said it as I was pulled away by (mistaken) people who thought we were going to fight. We were *talking* because he was mad at the other person in the conflict [who] didn't accept his apology."

In wanting to stop scurrious rumors Amoye gave reasons for speaking when other people would not. He said, "I wasn't told we were told to keep quiet. I wasn't at their (BLSU's) meeting Sunday. No one in BLSU has tried to get what happened (at the party) from me." Amoye commented on the racial overtones of the altercation. "I don't see it as a fraternity issue, (but as) a personal altercation that turned into a racial one. I didn't hear any racial remarks on any

(continued on page 3)

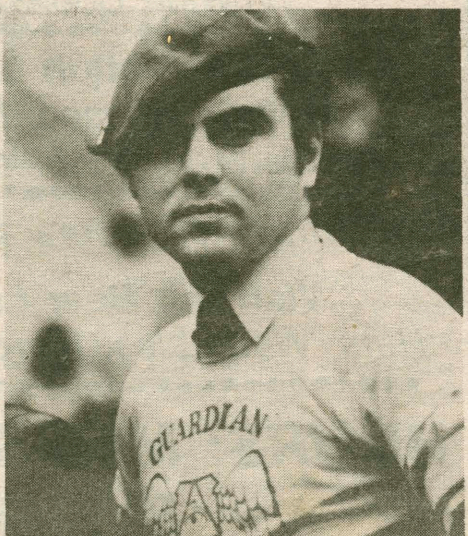
Guardian Angel to speak

On Tuesday, March 19th at 8:30 pm, Curtis Sliwa, the controversial founder of the Guardian Angels, will be speaking on "Crime in America" in the Chapel.

Sliwa is being brought to the Hill by the Root-Jessup public affairs council. Mark Connolly, President of the organization said he felt it was important for Hamilton students to be exposed to the philosophy and emotional background behind the major volunteer crime prevention group.

"I believe that after spending some time here on the Hill, many people come to belive that problems like crime and their solutions are sufficiently outlined in Sociology textbooks," he said.

Sliwa founded the Guardian Angels in the lat seventies as a civilian response to increased urban crime, specifically on New York's subway system. Today the Guardian Angels in a large group of unarmed volunteers who "patrol" high-crime areas of New York and 46 other cities across the United States. Silwa's unconventional approach to "solving" urban crime has sparked nationwide debate as to the limits of police protection and the threat of ' 'vigilantism." In his lecture presentation, Sliwa will explain who the Guardian Angels are, what they do, and the philosophy behind the Guardian's controversial role in solving America's growing crime problem.



Reagan's claims may be unjustified

Nearly 90 percent of all student financial aid goes to students who do need the money, says a new study which challenges the Reagan administration's claims that many students don't really need their aid money.

The study, undertaken well before President Reagan unveiled his proposal to slash student aid, contradicts Secretary of Education William Bennett's charge that too much aid money goes to students whose families don't need it, says University of Wisconsin Professor Jacob Stampen, who conducted the study.

In defending the proposed cuts at a recent press conference, Bennett said the cuts "might require (students') stereo divestiture, automobile divestiture and three-weeks-at-the-beach divestiture," but otherwise wouldn't hurt students.

Stampen dismisses Bennett's comments as "rhetoric targeted at the middle class."

The study shows very little aid money is wasted, Stampen says.

"If you run the administration recommendations through the study data base," he adds, "it shows how low-income aid recipients are hit by the cuts."

"We took an independent count of the recipients and can actually represent a more precise impact on the aid proposals," Stampen notes. "The government can't. They take aid estimates."

"Stampen did the study. Bennett talks off the cuff," says Scott Miller of the American Council on Education (ACE).

The study shows nearly 30 percent of all college students receive some type of federal, state, institutional or private financial aid.

And only about 10 percent of financial aid awarded in 1983-84 came from such "non-need" programs as Veterans' Administration funds and merit scholarships.

About 22 percent of aid money students got came from Pell grant, Work-Study and Supplemental Educational Opportunity Grant (SEOG) programs.

Students who got the grants usually were the neediest students, the study notes.

To get most other government grants and loans, students had to pass stringent needs analyses, which keep the money from students who don't need it, Stampen says.

"Each time experts look at these programs, they see two things," Miller adds. "First, the money goes to the people who need it, and second, the programs work."

"Without student aid, lots of these people wouldn't be in school," he says.

"But, echoing the repeated criticisms of campus aid directors around the country, Stampen warns the aid money is being loaned instead of granted, leaving students deep in debt upon leaving campus.

Poorer students get most of the grants, he explains. As family income rises, more money is awarded as loans.

Yet, compared to the results of Stampen's 1981-82 financial aid study, the amount of money awarded on the basis of need this year has plateaued.

"There's a drop in the number of Pell recipients from '81-'82 to '83-84, and a drop in SEOG," he reports. "The Work-Study program is up, but Guaranteed Student Loans are down."

Consequently, Stampen predicts low-income students will be hardest hit if Congress approves the latest round of aid cuts.

"With a $32,500 limit on family income, graduate students and students from families with more than one child in college will be affected," he asserts.

The $4,000 per student a year aid cap "depends on income, but at a very low average family income, say $25,000 or less, it would be devastating to cut a student back to less than $4,000 per year," Stampen insists. 'That's not the middle class."

Stampen says the Reagan administration has yet to react to his data.

"If we are going to subject these programs to the political process, we need to have reliable information for political advocacy groups to use so programs can be evaluated on their true merits, not on the strength of emotional arguments from each side," he argues.

"People should deal with facts rather than myths," ACE's Miller agrees. "If the facts say there's a problem in student aid, even those of us in favor of the programs would work to correct it."

"A small amount of those receiving aid don't need it," he admits. "But that's no reason to kill the program. It's like throwing out the baby with the bath water."

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Rights lawyer raps apartheid

by T.A. Kuck

In a recent lecture sponsored by the Sociology Department, Mr. Morey Meyers discussed the problems of South Africa's power structure. Mr. Meyers, a Yale law school graduate who currently practices in Pennsylvania, travelled through South Africa during the summer of 1979. He presented the information he had gathered there to the Hamilton community at an evening lecture on Wednesday, March 13, in the KJ Red Pit.

Meyers, who processed civil rights cases in Florida and Mississippi during the 1960's, began his discussion of the South African situation with a brief description of the country's people and geography. A country of 500,000 square miles, South Africa is rich both agriculturally and in mineral resources. Meyers pointed out that these resources are not only jewels and precious metals, but strategic metals as well, of which the U.S. is "a captive customer." South Africa is a highly technological nation, with an advanced automobile industry and atomic weapons capability. He went so far as to state that "if you woke up in Johannesburg, you might think it was Detroit." These external similarities shared by the United States and South Africa are similarities which help disguise South Africa's many problems. According to Meyers, "You can go around for a long tir :, but unless you're probing, you might not notice anything."

The differences between South Africa and the U.S. became apparent as Mr. Meyers began to give some demographic information. Of the 30 million people living in South Africa, 4.5 million are white, 2.75 million are colored, 850,000 are Indian, and 22 million are black. Despite the overwhelming 85 percent majority of non-white residents in South Africa, Meyers asserts that it is the whites who maintain absolute rule by means of social, political, and economic repression.

This system of oppression is known as apartheid, which is derived from the Afrikaner word for "apartness" or segregation. It is maintained in two distinct forms. The first, petty apartheid, takes the form of restrictions on social behavior, personal mobility, freedom of expression, and economic liberty. Petty apartheid includes such draconian laws as the Terrorism Act of 1967. Mr. Meyers informed his audience that if you are charged with "terrorism" in South Africa, which may include anything from drug use, to participation in a strike, to "anything that would create hostility between the races," you are held "in indefinite detention, until the interrogation no longer serves any useful purpose; you can not be contacted by a lawyer or family member, and cannot appeal to any court." Terrorism in South Africa carries "a minimum penalty of five years, a maximum penalty of death."

The second form, grand apartheid, is the denial of the right to vote. Black have no vote in South Africa, and the recently granted colored and Indian vote is easily blocked by the white majority. According to Meyers, white residents of South Africa rationalize this system of repression through the notion of homelands. Through this relocation program, the government "attempts to fit 72 percent of the population onto 13 percent of the land," most of which is undesirable wasteland. These homelands are then declared independent nations, and the forced residents made citizens. Although this may provide some psychological cushion for the ruling regime, Meyers calls the program "a total fiction with no possibility of succeeding, but one that continues to persist within the white power structure."

The main thrust of Mr. Meyer's lecture was an explanation of "how this extreme system so regularly and comfortably operates." he stressed that apartheid "is not only socially and culturally condoned, but is incorporated into the legal system." According to Meyers apartheid's continued existence is due to the fact that in South Africa "the parliament is absolute." The South African constitution of 1961 emphatically states, "no court shall have the right to inquire into the enactments of its parliament." The lack of any check on the parliament's power has allowed the Nationalist party to perpetuate its rigid control since 1948. Mr. Meyers doubts that recently passed constitution, which provides some representation for coloreds and Indians will produce any true change in the South African power structure, as "a white president remains in power, and 72 percent of the country remains excluded from the governmental process."

Union posts winning record

by Matthew Kahn

Debating issues such as nuclear war and school prayer, the Hamilton Debate Union successfully participated in the Princeton and Cornell tournaments.

The Union sent one team to the Princeton Debate. James Walden '88 and Matthew Kahn '88 compiled a 3-2 record; highlighted by two wins over Amherst teams. The debating topics ranged from school prayer to heavy metal music. One atypical debating round began with a resolution from the television show *Gilligan's Island;* the weather started getting rough, the tiny ship was tossed." Walden argued that when one listens to heavy metal, "rough weather," the adolescent becomes confused. Quoting lyrics and naming other groups such as White Snake and their songs, Walden presented a winning case.

Other rounds had more serious subject matters. The team from Ursinus presented a ca-- on the minimal poverty level of America. Both Walden and Kahn confessed not knowing enough almanac facts to debate this on topic case in an off topic debate. The judge, who was falling asleep, awarded the round to Hamilton.

A most interesting round for Hamilton was against Amherst "A". As government, Amherst argued that since they were boys whose intentions were good all colleges' vacations should overlap so they could see their friends. Arguing that they were men whose intentions were bad, Hamilton did not argue the logistics of adjusting the college calendar. Instead the debate veered toward a "where's the beef" contest. The judge, given the task of separating the men from the boys, awarded the round to Hamilton.

Surprisingly Hamilton students were more interested if the team saw Brooke Shields than in their actual performance. Even though they did not see Brooke and their rented car broke down, they still competed successfully. The winner of the Princeton debate was Yale University.

The Union had two teams competing at the Cornell tournament, the following weekend. Robert Baron '87, the team's president, John Vecchione '87, Khursheed (Khush)Choksy and Matthew Kahn comprised Hamilton "A" and "B". With only 18 teams entered, the two Hamilton teams had aspired to meet in the finals. Each team compiled a 3-2 record. Vecchione, competing in his first tournament having been in Washington D.C. in the fall, humorously blamed his partner, Baron. "We were kept from the finals because of my political and ideological differences with my partner who the Russians should have recruited to replace Chernenko." Although arguing more between rounds with other than during rounds, they were able to beat Princeton.

Hamilton B, Choksy and Khan, debated a wide range of subjects varying from Bugs Bunny to Ronald Reagan. Although having never debated together, they were very successful. "We compliment each other's style," said Choksy. While Khan gave Hamilton's cases clarity and direction, Choksy was more effective in persuading the judge with his personal examples, witty analogies, and his involvement in the subject.

For example Rhode Island College, who won the tournament, argued that the Olympics should be discontinued. Khan argued about patriotism and the international law. He also said that Choksy, who is from Sri Lanka, was on the olympic boxing team. Choksy furthered the opposition's case by giving fictitious examples about his olympic experience. Hamilton B still does not understand how they lost this round, but promise to get revenge next tournament.

The Hamilton Debate Union is regaining its past stature. The Union has hosted debates on campus this year and soon will be having a chapel debate, and a debate at the Pub.

Lights out on Stryker campus

Friday night, March 8, the Stryker campus and the Bundy complex experienced a power failure which lasted one hour in most buildings, and up to 20 hours in others. Ed Neidhart, Electrical/Mechanical Supervisor for the College, was notified at approximately 11:30 pm that flames were seen coming from a manhole outside of Carnegie. Security immediately shut off power to all of Stryker and Bundy. Neidhart explained that "the lines from the Chapel to Carnegie fatigued in the ground and blew apart." The main factor in line fatigue is age and he estimated that the lines involved were between 20 and 25 years old. "A good line is worth 20 to 25 years," he said, but the loss of a transformer in January sent a 13, 200 volt surge of power in a set of old lines which may have taken some life out of them. The College is currently trying to replace the old lines designed for 4,160 volts, with new ones designed for 13,200 volts.

Buildings which lost power for extended periods of time (in some cases for most of Saturday) while damaged lines were being replaced were Science, Commons, Buttrick, Dunham, Kirkland, North, Minor Theater. and the Health Center. Since the Health Center is unable to function without heat or electricity, it was closed from midnight until 8 am Saturday. A note on the door instructed students to call 7105 for emergency medical help. The message also stated that Dr. Brand had opened her house to students who needed medical attention during the night.

Conflict at party

(continued from page 1)

side, though I wasn't there all the time. I think the individual who struck the girl did it out of anger not because she was a black girl, however I don't know the motivations of his friends who were inadvertently drawn into the conflict." Amoye continued "I don't think it stared as a racial issue but it did turn into one."

Amoye believes the event could have been blown out of proportion. "There are people of both colors on this campus waiting for this sort of thing to occur. And, if you're waiting, any hint of its going to bring out a reaction," he continued, "If she hadn't been black this wouldnt have been an issue. The fight could have occurred in the absence of racial differences. If the guy had been Latin the same thing would have happened but those involved would have been more sensitive to the appearance of a Black-Latin split." Amoye blamed "failure of both parties to acknowledge the delicacy of the situation" as the couse of much of the trouble.

Noting many of the deleterious effects of this incident Amoye also saw a bright spot. "I think the reaction of the black students (involved) was a good signal for those who want to start a racial conflict, that the black community will stick together. I dont think that reaction was justified this time." Asked if he thought this was a fraternity matter Scot responded "It's not an issue between DU and the BLSU. Absolutely not. Why if it were a DU/BLSU issue would these people agree to party together? He was wrong to hit the girl and there are members at DU who said he was wrong in hitting the girl. I've heard from other members of the community that the girl got what was coming to her and shouldn't have taunted him. At least eight of his friends said if he had any guts at all he would go over the next day and apologize. They told *me* that."

"Very simply," Amoye summarized, "I don't the believe that mine is 'the answer' but it is my answer. This is the way I saw it and I can understand how other people saw it differently. Maybe if I didn't know the people involved and how they behave in certain situations, I too might have reacted violently and seen it as a racial incident." As a member of both DU and the BLSU Scott said he had told DU brothers 5 minutes into the incident that if it continued it would be a racial incident and that there were people in the BLSU who already thought it was." Amoye noted that after a few minutes when all substantive abuse about a person's character had been exhausted racial slurs were bound to be resorted to.

"I dont think it'll ever be settled because I've noticed when you smack a person in the face they usually hold a grudge." Amoye concluded

Women's Energy Weekend begins

By Michelle Mang and Lysabeth Acchiles

Women's Energy Weekend

The seventh annual Women's Energy Weekend organized by the Women's Center will begin Thursday, March 13 and last through Sunday, March 17. Participants include guest as well as members of the Hamilton Community; all bring a wide variety of topics to the campus. This weekend will differ from those of past years, as its theme takes on an international perspective. As Nancy Roob, coordinator of the Weekend, describes, "Women's Energy Weekend is a celebration of women, their lives, their creativity, and their energy. It should be an educational experience for the women and men of Hamilton." A secondary puropse of the weekend is to raise money to benefit Oxfam, and a dollar donation will be accepted at performances.

Thursday

The weekend begins with "A Woman's Reading" Thursday, March 14 at 7 pm in the Red Pit.

The reading is a "symbolic gesture of making women's writing public and giving a voice to it," said Jan-Mary Lindenthal, organizer of this event. It is important to give recognition to women writers, continued Lindenthal, because they have been isolated from the public throughout much of history. She explained that too often these writer's concerns about themselves and the treatment they were receiving were not published.

Some of the participants of this event have been writing for themselves and are interested in sharing their works with the community. Others are interested in expressing the works of another author whose writings they strongly admire.

One of the participants, Regina McCarthy, will be reading some Latin American poems, "You Want Me White" deals with the double standard of how women need to be pure and men in society do not.

Jennifer Pease will be reading the works of early century writers. She has chosen the works of Greek, Japanese, Chinese, and English women of the first through tenth centuries. "A lot of these women are saying what women of today are saying, and I thought that was interesting," commented Pease.

"It is a feminist reading and a personal reading as well," remarked Lindenthal. It is feminist in that the poetry and prose are written by women writers of different cultural backrounds and many of the topics are concerned with women's issues and problems. It is personal, also, because "each person is bringing to it her own feelings."

Friday

"The Women's Art Exhibition". List Gallery on Friday, March 15 from 4 to 6 pm.

The exhibition will feature a variety of works by women of the Hamilton community. A diverse collection of art will be represented, including displays of photography, silk-screenings, crafts, paintings, ceramics, and caligraphy.

"Sisterhood as global," Women's Energy Weekend openingly address by Robin Morgan. 8 pm Friday in the Chapel.

Morgan recently published a collection of essays written by women of many different countries. The book, entitled "Sisterhood is Global," is the first anthology of the international women's movement. According to Teresa Roberts the basic "philosophy" of the book is that there are "ties between women around the world. Women have things in common that go beyond nationalities. They share the same problems, struggles, and strength, and women should work together for common goals."

Morgan and a number of writers started the Sisterhood is Global Institute in November 1984 to promote women's interests world wide.

Morgan is also the editor of "Sisterhood is Powerful" as well as the author of the book the *Anatomy of Freedom.*

Robin Morgan

Saturday

Violence Against Women: An International Perspective, Panel Discussion at 10:00 am in the Red Pit Saturday

As organizor Anne Gillespie explains, the three panelists of this seminar will address "ways in which violence in different cultures is manifested between men and women." The first speaker, Professor Raybeck (anthropology), will describe the ritualization of violence, and how it is "playacted" between men and women. Raybeck has done a lot of work with sex differentiation and stereotyping. Next, Nancy Sternbach (romance languages) will use a slide presentation to discuss the seminar topic in the context of Latin America of the 1900's. She will concentrate on the two opposing images of women, created by the country's strong catholicism. Laura Orth (Hamilton '84) will deal with domestic violence in America, with emphasis on the Battered Women's movement. She will also specifically address how abuse crosses race, class, and socio-economic barriers. An open discussion will follow.

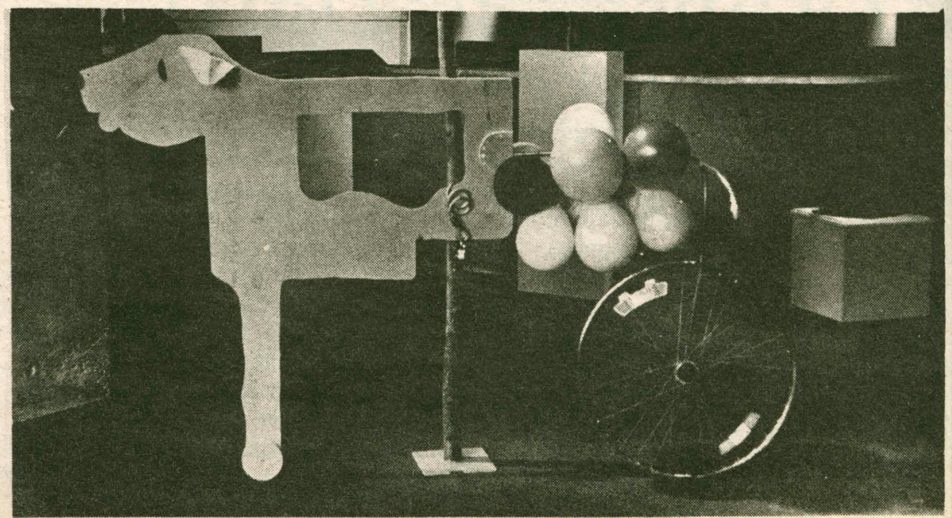
The importance of this topic to the overall celebrational aspect of the weekend is, as Gillespie notes, "...to realize that everything isn't okay;" although women have gained a lot of freedom socially and politically, there are still restrictions to their creativity. The seminar approaches violence as a continuum; there are not simply physical but also discriminatory pressures manifest between the two genders in many different cultures.

Rupprecht lecture. Saturday 1:30 pm in the Red Pit

The lecture "Women's Dreams: a Source and Resource of Power, An International Perspective" will be given by Carol Rupprecht on Saturday, March 16 at 1:30 pm. Rupprecht is an associate professor of comparative literature and has been teaching here at Hamilton for the past 10 years, Professor Rupprecht has done 14 years of extensive research on the role dreams play in women's lives and has studied what women's dreams have in common.

Rupprecht has given presentation on her research at International Congresses on Women in both Israel and the Netherlands where women from all over the world came to meet and discuss a variety of issues.

From her research Rupprecht has realized that "whatever their race, nationality, or culture, all women share certain experiences in their dreams," despite the differences in their backrounds and in the societies they come from. She commented, "Women should pay attention to their dreams. They can learn from them and use them as resources." Her lecture focusing on the dreams of women from many different cultures will be held in the Red Pit of KJ.



The art exhibit

Saturday

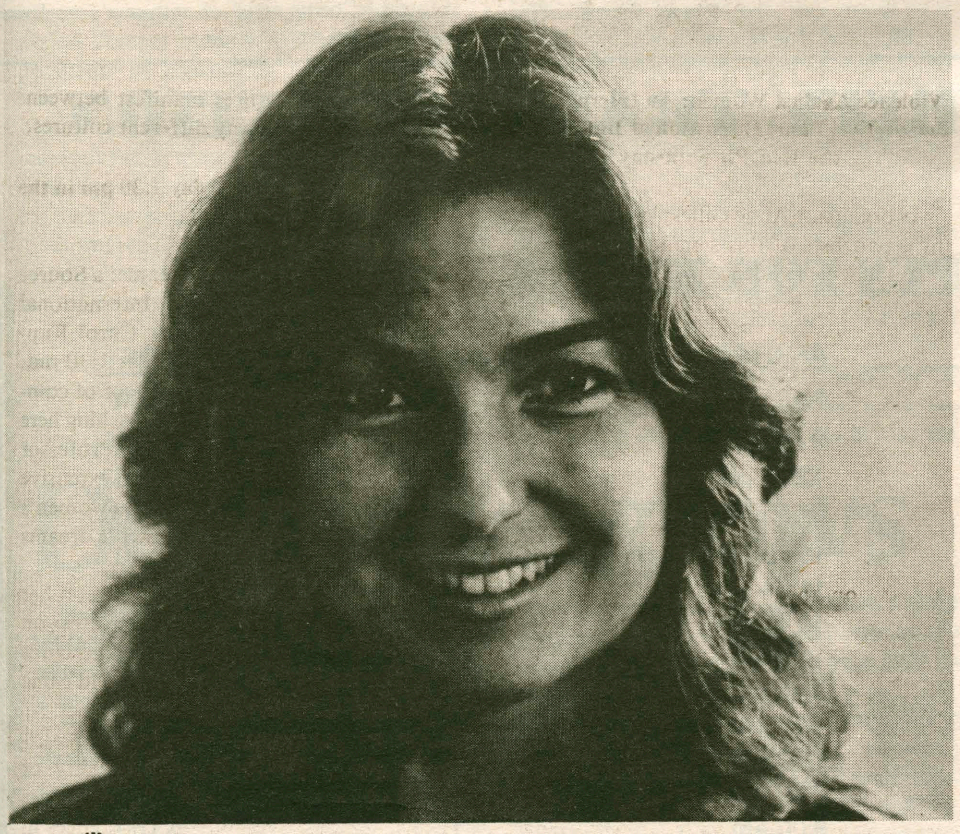
Dramatic Presentations By and About Women. 3:30 pm Saturday in McEwen Studio Theatre.

As coordinator Megan Wolf discribes, this presentation will be a "mixture of things." All the participants are Hamilton students who are involved with the Women's Center. The first performance will feature Patricial Finn, an '85 theatre major, who will act out "Media" by Dario Fo and Franca Rame. Next, a three part invention will be seen, with readings by Susan Crane, Gretchen Gemeinhardt, and Julia Reinshagen. The last part will be an anthology, which participant Mary Dougherty sees as, "an opportunity for highly personal artistic representation of women's literature." Among readings of published works, the anthology will include original writings by Megan Wolf, Mary Dougherty, Eliza Heiman, and Lisa Anastolia. The significance of all these presentations is not simply that they provide an outlet and view of Hamilton woman's creativity, but, as Wolf hopes, "the audience will have the chance to see and hear unusual restrictions and providing a basis for "exchange" between the involved and the spectator.

Gloria Hardiman and the Professor's Blues Review. 8:30 pm Saturday in the Chapel.

This Chicago blues band has received great reviews from all areas where it has performed. Critics zero in on the vibrancy, feeling, and spiritual aura that the band not only gives off but produces in its audiences. Bill Dahl of **the Entertainer** applauds, "With energetic Hardiman up front and solid musicians behind her, this quintet just might have found the blueprint for success." This female singer will contribute a lot to the positive energy which is this weekend's focus. Blues, a mixture of american and african music styles, will provide a change of pace; as Susan Goldstein, arranger of Hardiman's booking, hopes, the novelty and vitality of the blues will excite listeners to greater involvement in the weekend. Goldstein also adds, " ...it should be wonderful."

Sunday



Jean Kilbourne

Gender Culture Society: A Look at Women's Lives in Egypt. 1:00 pm Sunday in the Red Pit.

This is a slide presentation of the winter term trip to Egypt. The group was headed by Margo Badran (history), and consisted of ten Hamilton women, Teacher's Assistant Laura Orth, and Hunter College Professor Carol Rupprecht (history). In addition, the author of a required reading, Naura Atiya, accompanied the group as an interpreter. As Jody Underwood, one of the traveling students, remarks, the group "really saw how people lived." After one day of sightseeing in Cairo, they met female professionals of all stratas; painters, poets, social workers, vendors, lawyers, politicians, and beggars. Then they traveled to villages, talking "non-stop" with the inhabitants, seeing rural and urban Egypt "not as tourists, but from an internal perspective." The participants will narrate their personal slides, then be open for questions in the following discussion. "A look at Women's Lives in Egypt" not only provedes a "cross cultural" view of women, but shows parallels with other cultures, probing deeply into how these women live.

Jean Kilbourne's closing address. 4 pm Sunday in the KJ aud.

Dr. Kilbourne is a professor of English and has taught in various colleges in Boston area. She is a member of several organizations, including N.O.W., Women Against Violence Against Women, National Citizens Committee for Broadcasting, and The Women's Institute for Freedom of the Press and Media Arts.

Dr. Kilbourne is currently writing a book on the stereotypes of men and women as presented in commercials. She is also one of the creators of the film "Killing Us Softly" which was shown at Hamilton College last spring. The film focused on how female sexuality is used to promote products. She has been studying the stereotypes used in advertising since the late 1960's and will incorporate a slide presentation into her lecture on sexist stereotypes.

W.E.W. at a glance

Friday, March 15

- Women's Art Exhibit Opening. Featuring works in different media by women of the community. List Gallery. 4:00 — 6:00 pm.
- Opening Address by Robin Morgan, author. "Sisterhood is Global." Reception to follow. Chapel. 8:00 pm.
- Open Mike. McEwen Coffeehouse. 10:00 pm.

Saturday, March 16

- Coffee and Doughnuts. KJ L-shaped Lounge. 9:30 am
- Panel Discussion. Doug Raybeck, Nancy Sternbach, and Laura Orth. " Violence Against Women: An International Perspective." Open discussion to follow. KJ Red Pit (rm 109). 10:00 am.
- Lunch. PRE REGISTRATION REQUIRED. Keehn Co-op. 12:00 noon.
- Lecture and discussion by Carol Rupprecht. "Women's Dreams: A Source and Resource of Power." KJ Red Pit (rm 109). 1:30 pm.
- Dramatic Presentations By and About Women. Readings of Jan Clausen's "Three Part Invention" and Megan Terry's "Calm Down Mother," a one-woman performance by Patricia Finn, and other presentations relating to women. McEwen Studio Theatre. 3:30 pm.
- Concert. Gloria Hardiman & the Professor's Blues Review, a Chicago Blues Band. Chapel. 8:30 pm.

Sunday, March 17

- Sermon by Rev. Jeffrey Eaton. "The Hunger of Justice." Chapel. 10:30 am.
- Impressions and Reflections by the January Winter Term, Women's Studies' trip to Egypt. "Gender Culture Society: A Look at Women's Lives in Egypt." KJ Red Pit (rm 109) 1:00 pm.
- Closing Address and Slide Presentation by Jean Kilbourne, Professor. "The Naked Truth: Advertising's Image of Women." Reception to follow. KJ Aud. 4:00 pm.

Perspective on Peace Corps

by Chris Ayotte

In a speech to a crowd of approximately 10,000 students at the University of Michigan, the presidential candidate, John F. Kennedy asked the questions, "How many of you are willing to spend ten years in Latin America or Asia working for the United States and working for freedom? How many of you, who are going to be doctors, are willing to spend your days in Ghana...?" Although *The New York Times* reported that "nothing was new" and the press barely picked up on this incident, on that night the Peace Corps was born. It was then that volunteers were asked to take on "the toughest job [they would] ever love."

The Corps was established with three goals in mind:

1) to promote world peace and friendship by making available to interested countries Americans willing to help people of these countries to meet their needs for trained manpower;

2) to promote a better understanding of the American people on the part of the people served; and

3) to promote a better understanding of other people on the part of American people.

The agency was also expected to act against concurrent Soviet and Chinese volunteer movements in the third world. The idea shot up "like a rocket" and within ten months it had 750 volunteers in nine countries. By the time the Peace Corps entered its 50th country, Korea, there were 15,556 volunteers and trainees and a budget that passed $114 million. Then the "rocket started to come down." The program became undisciplined and unfocused. Many volunteers joined the corps to avoid or protest the U.S.'s involvement in Viet Nam. They looked down upon American embassies and agencies and rejected policies in the countries in which they were stationed. In addition, the Peace Corps was accused of being an accessory of the CIA. Enrollment fell along with congressional funding as the Peace Corps "hobbled" through the 70's.

At the start of the '80's many of Ronald Reagan's colleagues came into office with the hopes of eliminating the Corps altogether, yet over the past four years a rejuvination has taken place that can be credited solely to the work of Loret Ruppe, the director of the agency. Since January 14th, 1985, when the Peace Corps issued a nationwide peal for volunteers to begin famine relief and agricultural work in Africa, it has received some 10,000 applications from people of all ages and professions, from all 50 states, many of them retired, some with 20 to 30 years of experience.

The Peace Corps is a different organization from the one that was recruiting 20 years ago. The average age of volunteers has risen steadily, from 23 to 28, and more senior people with professional skills are joining, often staying on for 10 to 12 years. People in their fifties are joining. At the moment there are more that 300 volunteers of 55 years and over. In the 1960's more than half of the volunteers were "unskilled generalists" with bachelor's degrees in the liberal arts, now only 16 to 18 percent belong to that category. The rest are specialists, nurses, engineers and people with degrees in agriculture. A prestigious air of professionalism has permeated the Peace Corps as competition for placement in the agency has increased. This fact accounts for some of its growth.

The volunteers of the '60's and '70's are often described as idealists, fresh from college with innocent views of the world and hopes to change it. That idealism has remained yet it has been placed second to an increasing "career-mindedness." The Peace Corps remains popular on college campuses. Much of the career orientation reflects a trend among college students geared to getting a good job and wanting to make money, "said a volunteer in El Salvador to a *New York Times* reporter. "Even with master's degrees people who want to do international work need to go out and live somewhere. One of their best resources is the Peace Corps." In another report by *The New York Times* (January 23, 1985), at Yale University, more members of the graduating class sign up with the Peace Corps that any other employer, according to Dean Susan Houser, director of Yale's career services. Loret Ruppe stated, "You talk about yuppies, we had over 100,000 requests for information last year. They're a bit more career-oriented -- they ask, 'What's in it for me?' -- but we have something for them now."

Another reason for its inherent growth is due to America's recent increase in exposure to the state of the Third World and more specifically Ethiopia and Central America. James Ferrara '85, who has done a great deal of research on the organization agreed. "I think that people are having guilt feelings over what is happening to the people in these countries and they want to do something about it."

What can the Peace Corps offer a volunteer? The benefits are many. As stated in the recruitment brochure, the Peace Corps offers several areas of support to the volunteer. Each receives payment of transportation to and from the host country and the organization also makes payment in the event of an emergency leave. Each volunteer receives one month of in-depth training in the areas of language, the culture and traditions, and a certain technical skill. Time and again, ex-volunteers speak of the good their training has done for them. It is the type of job that "Gets you out into the field as a recent grad unlike other entry-level jobs." He or she is also given a monthly living allowance and a readjustment allowance. The Peace Corps sets aside $175 a month for every month served in the host country which is given to the volunteers for their transition back to the United States. More that 100 schools give scholarships to returned volunteers and some Universities give credit for Corps experience. All volunteers are given two days per month of vacation in which they can travel to neighboring countries, and in addition, they are given complete health services. Other benefits include a year's non-competitive eligibility for federal jobs and the Corps support network -- "a vast extended family that can mean anything from a place to stay in a strange city, to a job, to a sympathetic ear." Besides these benefits, one gains a type of spiritual reward. Geoffrey Pomeroy '83, a biology graduate of Hamilton and a volunteer serving in Zaire described what he has gained from the experience, "I have gained a new view of my life and my country. Living comfortably, being satisfied with one's work are

(continued on page 7)

UTICA TRANSIT AUTHORITY TRANSPORTATION

LEAVING CAMPUS FOR BREAK

DATE	DESTINATION	DEPARTS	ARRIVES	BUS #	COST
Friday, March 22	Utica-Rome Airport	3:00 pm	3:30 pm	1	$4.00
Friday, March 22	Syracuse Airport*	7:45 am	9:00 am	1	$12.00
Friday, March 22	Syracuse Airport*	10:45 am	12:00 pm	2	$12.00
Friday, March 22	Syracuse Airport*	1:45 pm	3:00 pm	3	$12.00
Friday, March 22	Train Station	10:00 am	10:45 am	1	$3.00
	Greyhound Station	10:00 am	11:00 am	1	$3.00
Friday, March 22	Train Station	12:00 pm	12:45 pm	2	$3.00
	Greyhound Station	12:00 pm	1:00 pm	2	$3.00
Friday, March 22	Train Station	3:00 pm	3:45 pm	3,4	$3.00
	Greyhound Station	3:00 pm	4:00 pm	3,4	$3.00
Friday, March 22	Train Station	6:30 pm	7:15 pm	5	$3.00
	Greyhound Station	6:30 pm	7:30 pm	5	$3.00
Saturday, March 23	Train Station	7:30 am	8:00 am	1	$3.00
	Greyhound Station	7:30 am	8:15 am	1	$3.00

RETURNING TO CAMPUS

DATE	DEPARTING FROM	DEPARTS	ARRIVES	BUS#	COST
Sunday, March 31	Train Station	2:15 pm	3:15 pm	1	$3.00
	Greyhound Station	2:40 pm	3:15 pm	1	$3.00
Sunday, March 31	Train Station	4:45 pm	5:45 pm	2	$3.00
	Greyhound Station	5:15 pm	5:45 pm	2	$3.00
Sunday, March 31	Train Station	8:00 pm	8:45 pm	3	$3.00
	Greyhound Station	8:15 pm	8:45 pm	3	$3.00
Sunday, March 31	Syracuse Airport*	9:15 am	10:45 am	1	$12.00
Sunday, March 31	Syracuse Airport*	5:15 pm	6:45 pm	2	$12.00
Sunday, March 31	Syracuse Airport*	10:15 pm	11:40 pm	3	$12.00

Buses will depart from in front of the Bristol Campus Center.

Buses returning from the train station will be centrally located in front of the station with a Hamilton sign.

Buses returning from Syracuse airport will be located in front of the PeoplExpress terminal with a Hamilton sign.

*Trips to and from Syracuse Airport require a sign-up at least 24 hours in advance, and a minimum of eight passengers are needed to justify each trip.

B.F. Skinner '26 to visit campus

by Mike Meola

Of Hamilton's living alumni, probably the best known is psychologist B. F. Skinner. In the 1930's Skinner broke new ground in the study of animal and human behavior through his use of operant conditioning. He came to believe "that human behavior is wholly determined by the environment." Skinner used his theories of behaviorism to write best selling *Walden II*, a utopian novel, and several other noted works. Throughout his career Skinner has championed behaviorism as the only logical way to study the human being and has influenced a whole generation of psychologists. Because of his seemingly de-humanizing theories and outspoken calls for social and educational reforms, Skinner has remained a controversial figure for forty years.

Burrhus Frederick Skinner was born in Susquehanna, Pensylvania in 1904. He was a member of the Hamilton class of 1926 and has said of his learning experience here "only one of my professors was known for his scholarship but most of them taught well. No educational counselor would have recommended my program of courses, but at some time or other I used something from every one." Considering Skinner's options of the quality and usefullness of American education, these comments can be considered compliments for Hamilton.

From Hamilton, Skinner went on to earn his Ph. D. at Harvard and to teach at the Universities of Minnesota and Indiana. In 1938, he published his first book, *The Behavior of Organisms,* which recorded his research into animal behavior. During this period Skinner made his revolutionary experiments in controlling the behavior of laboratory animals, especially rats and pigeons. During World War II Skinner did research for Project Pigeon, an attempt to train pigeons to direct missles toward a target by pecking at a map in the missiles head. Tests proved that pigeons could be trained, but the Army lost interest as the atom bomb neared completion.

Skinner's work is based on his development of operant conditioning. He found that animals could be trained to perform simple routines by the use of specially designed training chambers, often called "Skinner boxes". For example, a rat would be rewarded with food every time it moved toward a lever in the box. Eventually the rat would only be rewarded if it pressed the lever. Soon the rat would learn to press the lever every time it wanted to be fed. Skinner called the response to the reward operant behavior. Contrary to earlier behavior theory which said that the reward created an association with say the lever, Skinner said that the reward reinforced the behavior and that the more an animal was rewarded the more it would behave in a certain way. Skinner's major contribution to psychology is the theory derived from this work; that learning occurs through reinforcement of behavior.

Had Skinner restricted himself to research into animal learning he probably would certainly have had a successful academic career but probably would not have become the controversial figure he is. Skinner caused controversy by relentlessly using the results of his animal research to make generalizations about human life. Skinner believed that if rats are controlled by their environment, then humans are too. He states his position succinctly in this quote: "In the end, however, decisions are never really left up to people. Their own bodies were not left to them; they inhereted those. Their schools weren't left to them to choose; they were sent to them. And all of these things determine what they will do next." Because he believes that the environment controls all human behavior, Skinner has dismissed as irrelevant, even destructive, concepts such as freedom and personal dignity. Skinner used these ideas to write his two best-selling books, *Walden II* and *Beyond Freedom and Dignity.*

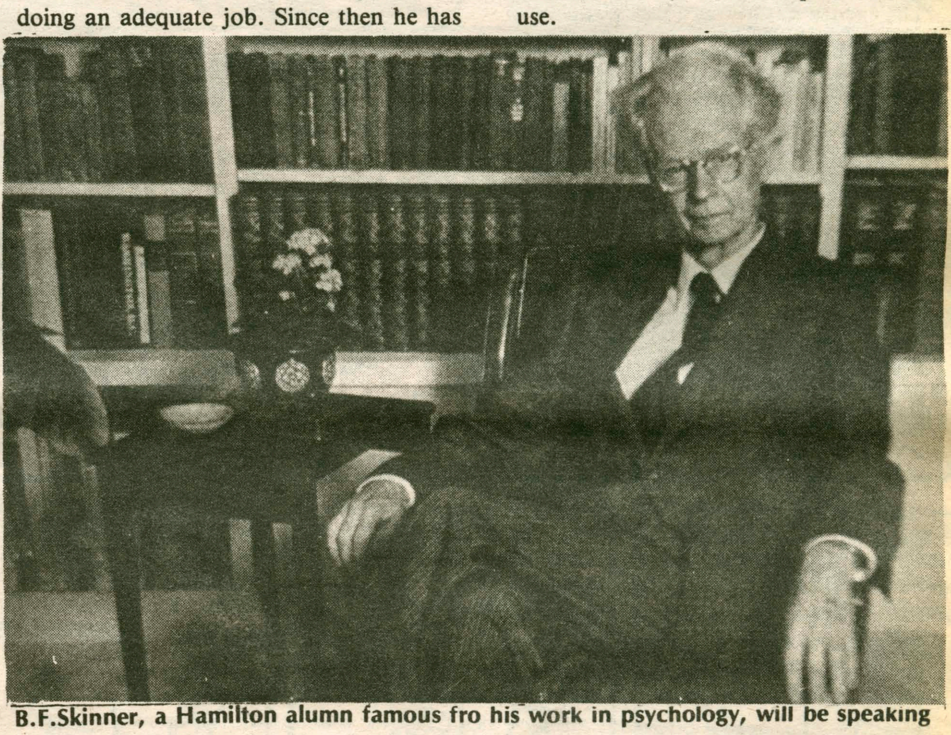
Obviously these theories are contrary to many philosophical beliefs and understandings. Our society is based on the Humanistic ideal of free will and on the concept of individual responsibility. Skinner says that we are not free, that the term does not apply, and that individuals cannot be held responsible for their actions because they are merely reactions to the environment. Further, Skinner's theories would make trivial all the research of the rest of Psychology into how the mind works. In the Skinnerian scheme feelings and emotions in the mind are relatively by-products of behavior.

Many psychologists have refuted his theories and his radical behaviorism is not as popular as it once was. He has also stirred up resentment among psychologists because he has not reserved his ideas for academic debate but has enthusiastically publicized them. Not only is he an academic radical but even worse a very popular one.

Since Skinner believes that people are controlled by their environment, he has stated that we should develop a society whose reinforcements are more constructive and efficient. This has often been seen as an endorsement of a society that is rigidly controlled, even totalitarian. He has also been associated with the terrible behavior control in Anthony Burgess's novel, *A Clockwork Orange.* Because of the possibly threatening aspects of his theories, Skinner has been attacked by both liberals and conservatives.

Skinner has not restricted his ideas of reform to theory. In the 1950's he designed a teaching machine for his daughters because he did not think that the school system was doing an adequate job. Since then he has consistently urged the use of machines, now computers, in the classroom on the grounds that "No teacher can arrange proper learning conditions for 30 to 40 students." Skinner has himself done considerable research in the classroom into more efficient teaching methods. For thirty years Skinner urged educational reform but now with the realization of the decline in our educational system he is being listened to. Skinner has also urged prison reform because he feels that the criminals are not responsible for their actions, that society is, and because prisons don't rehabilitate prisoners.

Since his retirement from teaching in 1974, Skinner has devoted himself to further explanation of his theories and to writing an autobiorgrphy. The autobiography is extremely candid and true to his beliefs he does not often recount his feelings since it is behavior that matters. Further, Skinner does not claim any credit for his achievements since they are just his reaction to the environment. Whether or not we accept Skinner's scientific theories, we can respect him for his intellectual honesty and his attempts to come out of the ivory tower and put his ideas to use.



B.F.Skinner, a Hamilton alumn famous fro his work in psychology, will be speaking

Doctorate grows less prominent

Students hoping to become college teachers are scoring lower on their grad school entrance exams than other students, a new study shows.

"The doctoral degree programs are not attracting the best and the brightest anymore," concludes Clifford Adelman, who wrote the report on the test scores for the National Institute of Education.

His study found grad school entrance exam scores have declined nationwide since 1982, particularly among liberal arts students likely to become teachers.

Adelman believes the decline indicates undergraduates in disciplines such as history and political science are more likely to skip graduate school and go directly into the job market or professional programs such as law.

"Students perceive that academic life is not as attractive as other lives," he says.

Although Graduate Record Examination (GRE) test scores have dropped sharply, while those of mathematics, economics, chemistry and engineering majors have held steady or risen slightly.

Most grad schools use the GRE as an admissions test. The exam focuses on certain thought patterns—such as deductive reasoning and the use of symbolic systems—that are more common in some disciplines than others.

But Adelman believes another factor is that the brightest political science majors are not even taking the GRE test because they're not going on to grad school.

If true, the quality of teaching in many academic disciplines is in jeopardy, Adelman says

"If we're not putting the quality students into the pipeline of academia now, we're going to face a dismal situation in the 1990s," he predicts.

Adelman's report shows test scores declined precipitously from 1962 to 1970, only to resume falling at a more moderate clip around 1976.

Changes in test questions and scoring methods may help explain the declines, Adelman says.

But changes in demographic variables such as age, race or gender—which are cited frequently to explain the decline of test scores in high school students—don't influence GRE test scores, Adelman says.

"Only in combination with undergraduate majors do these variables begin to offer plausible hypotheses of influence on test score trends," he says.

Peace Corps attracts more students

(continued from page 6)

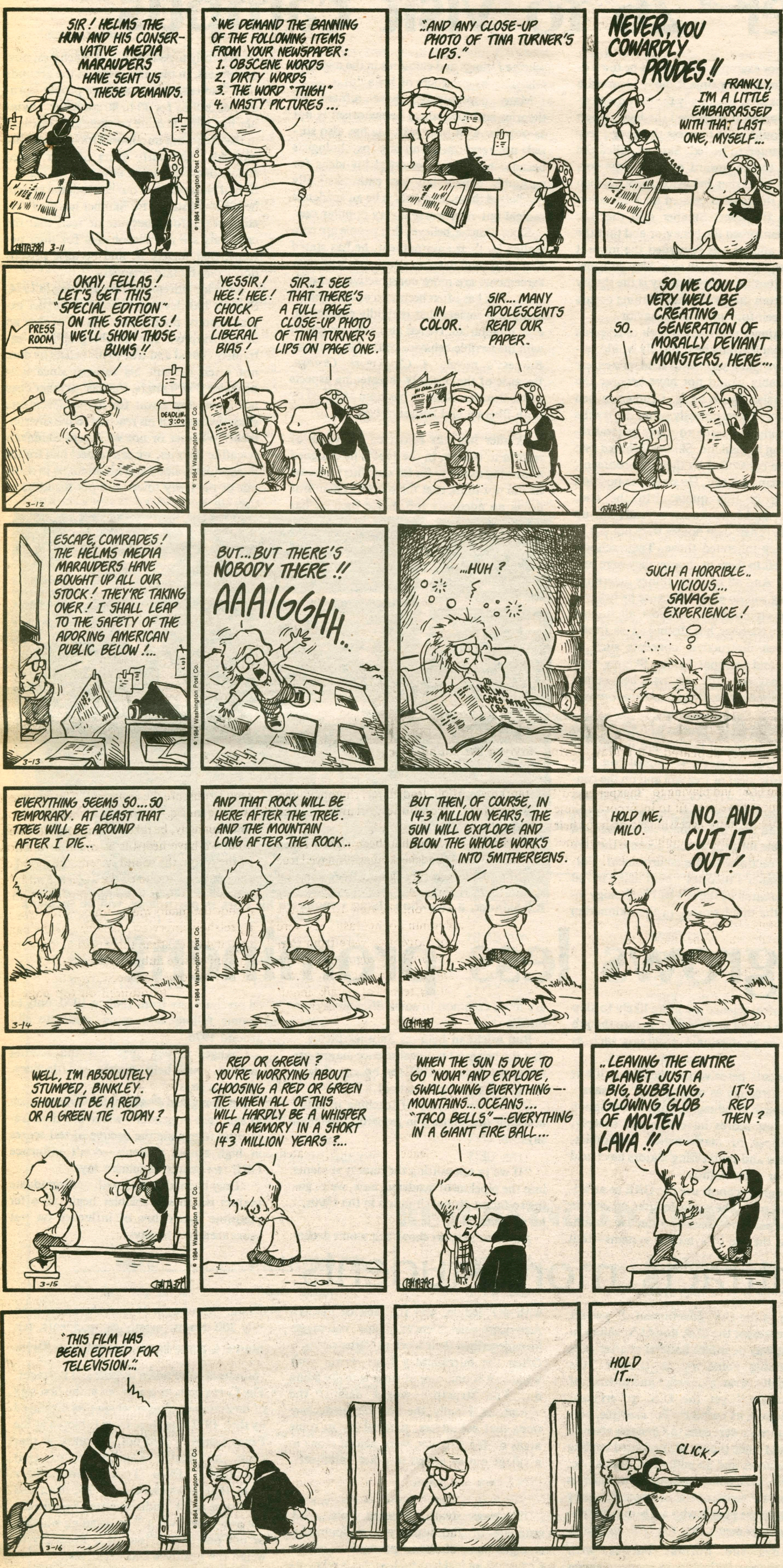
important, but much more important is a profound awareness of the world around one, a spiritual well-being, and a strong feeling of being a part of a society, a social grouping where people feel responsible for each other, where other people are more important than anything else."

Like any organization or business there are also negative aspects in being a Peace Corps volunteer. Although thousands of dedicated Americans have devoted their time and talent to its cause over the years, today the Corps is encountering unaccustomed criticism. One of the Corps main problems is due to its connection to the U.S. government. It was set up to represent the U.S. and U.S. values in the best way possible. Its 1961 charter calls for training volunteers to counter "the philosophy, strategy, tactics and menace of communism," yet the U.S. government often negates its purposes. For example, only 12 volunteers were sent to Grenada after its liberation while the agency proposed sending 90 volunteers and $2 million to Zimbabwe. Likewise, U.S. policy towards Latin America counters the work of the volunteers as they try to help the people who are being oppressed by governments that the U.S. supports.

Besides the normal battles with homesickness, difficulties in communicating with the people, and the lack of modern American conveniences, many volunteers have described their work as "frustrating". Often the bureaucracy bogs down work because it is unaware of what is really going on. The structure works against the volunteers. Finally, there have been accusations that volunteers, particularly in some areas of West Africa, were placed alone in a village out of access to other volunteers.

The tragic death of Jenni Rubin, '83 graduate of Hamilton, has undoubtedly changed many students' perceptions of the Corps; yet an incident such as this is relatively rare. However, in 24 years there have been only 200 deaths: mostly car accidents, ten murders, and a handful of suicides. Twice, volunteers were taken as political hostages. The Corps pulls its teams out at the first sign of hostilities or danger which was displayed by their 1977 departure from Ethiopia as the Peace Corps "could not guarantee at that time the health and safety of (its) volunteers." (*New York Times,* January 15th, 1985). James Ferrara, '85, described the Corps as an "individualized experience; not everyone loves it." In deciding whether or not one should join, it is necessary to weigh the positives and negatives.

Bloom County



Bring a friend.

Donate Blood together.

American Red Cross

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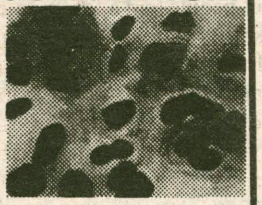
A Public Service of This Newspaper & The Advertising Council

SOME PEOPLE RETIRE WITH MORE THAN JUST A GOLD WATCH.



You work hard all your life and what do you get?

Well, depending on where you work, you could get cancer. Asbestos has been proven to cause cancer. Certain toxic chemicals like formaldehyde and freon are being investigated. If you've worked with radioactive particles or even worked near them, your risk is greater.

And even if you've worked nowhere hazardous, it wouldn't hurt to get a checkup. Because the incidence of cancer after the age of 45 to 50 increases rapidly.

Over the next several years the American Cancer Society will be conducting more research into certain lifestyles and exposures which could increase cancer mortality.

So know the risks.

Don't smoke.

Watch what you eat and drink.

Look for the warning signs of cancer.

UB40 plays to sell-out crowd

Reggae vies for popular appeal

UB40 as they appeared last Friday, having survived the sound-check

by Mark Pisani

Oh the irony of it all! A politically "radical" (read intelligent) band performing here at Hamilton College! A dreadlocked banshee bounds to the front of the stage and, pointing at the massed preppies, chants "You are the Babylon!"

The most prominent banner on the backstage wall was the American flag, which somehow managed to seem garish even when it was not lit. The biggest irony, of course, was the handling of the lights in the Alumni Gym. What sort of atmosphere can you hope to create when the room is flooded with lights as bright as day? Between acts too? This was the only shortcoming in the Program Board's otherwise professional presentation of UB40 and Pablo Moses.

After the glaring daylight was turned off and after people had a few moments to light up the spliffs (rather fewer of these than in previous years), the Revolutionary Dream Band came on stage, and the now familiar strains of "Tension" spilled forth from the sound system and were eaten up by the gym.

Moses stormed through a set containing tracks from his two most recent LPs for Alligator Records. Highlights included "Ready Aim Fire," "Bomb the Nations," "Outlaw," and "Jah Song." The gym did its best to mute the live dubs, but hints of the power to come still showed through.

Some needlessly histrionic guitar work was in evidence. Sadly, many reggae bands touring the U.S. and playing to "inexperienced" audiences have seen fit to incorporate these supposedly more accessible solos into their shows. This minor quibble is certainly not enough to discredit an exhuberant, poppy and upful performance by Pablo Moses. An ideal and inspired choice for an opener for UB40.

Despite the *very* inflammatory (even implausable) rumors that the Student Assembly was thinking of censoring "that commie band," UB40 did in fact take the stage. The band consisted of drums, bass (most important), percussion, lead guitar, rhythm guitar, keyboards, trombones, trumpets and saxophone.

Though the band had been rightly taken aback by the soundcheck, they displayed true grit and charged through a fifteen song set and three encores. A few details about the songs: six were from the new LP *Geffery Morgan* (baddoomm boom crash), six were from *Labour of Love*, two were from *Present Arms*, two were from *Signing Off*, one was from *UB44*, and one was from *80-83*.

All these rather technical details might tend to obscure the real event. The real event was the music. The music we heard cannot, unfortunately, be taken out of context. Thus, what we have heard is as much a function of the room, the sound system, the mood of the band, the mood of the audience and the weather outside as it is a function of whether or not the piano was in tune. Although, in a pre-show interview, members of the band had indicated that there would be a fair amount of live dub, there was not as much of this as some had been expecting

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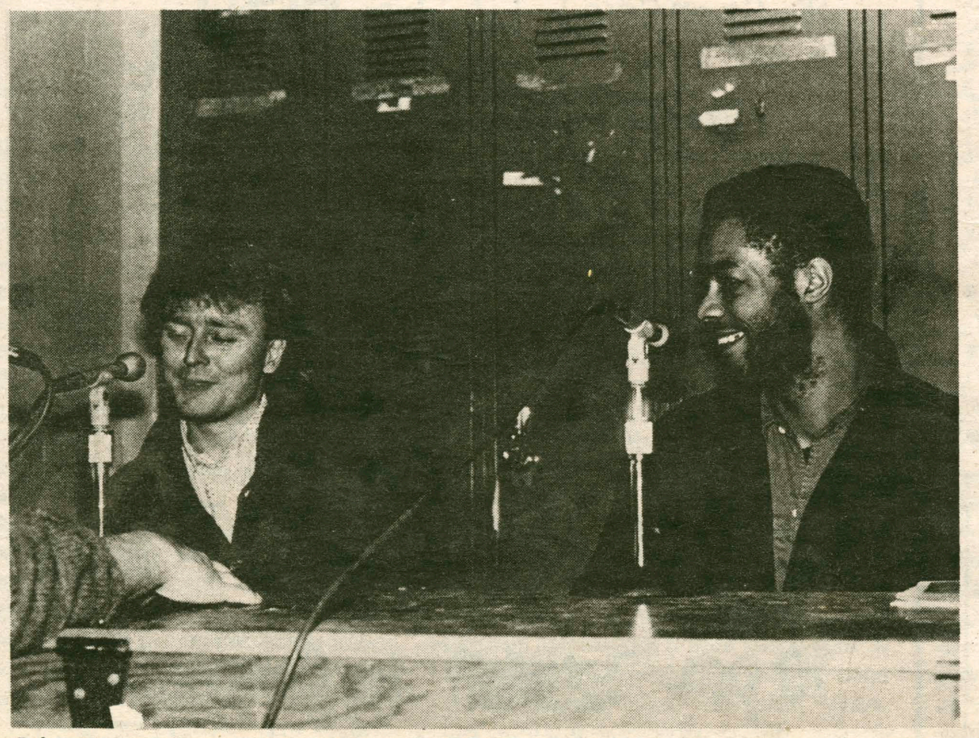
INTERVIEW:

'It's a job. . .it's also our passion'



Brian Travers, left, and Earl Falconer of UB40

by Laurie Semple

Last Friday, reggae band UB40 treated hundreds of enthusiastic Hamilton students to an exceptional performance in the Alumni Gym. Before the concert, *The Spectator* caught up with saxophonist Brian Travers and bass player Earl Falconer in the women's lacrosse team room as they were being interviewed by Mark Pisani, general manager of WHCL-FM.

Friends since their school days, the members of UB40 having been playing together professionally since 1979. The untrained, aspiring musicians had formed the band a year earlier in Birmingham, England, with the intent of integrating reggae music into the contemporary pop music scene. Though much of their material exhibits the band's political attitudes, they are more likely not to conceal their politics than they are to be a specifically political band.

Labour of Love, which UB40 released in 1983, is a collection of classic reggae hits from the early 1970s. When asked why—since the band was trying to popularize reggae—this album wasn't their first release, Brian Travers explained, "Popularizing reggae doesn't just mean recording everybody else's songs, of course... We'd never made an album before. A lot of [our associates said that] people will see [us] as a cabaret band rather than a band which is to be...progressive, you might say."

The group probably would have lost credibility, continued Travers, and they would also have had to contend with the fickle attitudes of the media. Earl Falconer added, "If you're a new band, you've got to have something new to offer. It's no use offering anything that's old."

When Pisani alluded to rumors that the band had been heavily involved in drugs while recording their earlier album *UB44* in Dublin, Travers admitted as much. To the suggestion that drugs perhaps accounted for that album not being up to the standards of their others, Travers added that UB40 is the only band any of its members have ever been in. "It's not as if we were seasoned musicians," he commented matter-of-factly and recalled the early years, when all eight of

(continued on bottom page 11)

Films: *Fort Apache* and *Northwest*

Boy, do I hate Westerns

***Fort Apache.* Directed by John Ford. Starring Henry Fonda, John Wayne and Shirley Temple.**

I hate Westerns. Boy, do I hate Westerns. I think that to admit such a bias provides for you, the reader who may or may not like Westerns, a better understanding for my intense dislike of *Fort Apache*.

Why I hate Westerns is a source of great confusion to me. I mean, for entertainment's sake, one would think that Westerns have it all; isolation from society in an untamed land, adventure on the frontier of our nation which never seemed to end, emotions on a knife-edge and what's more, it really *existed.* Rah, rah, rah, a Western! Yet, the sum total of the dust flying in the thick afternoon sun, ghost towns, tumbleweed tumblin', the sole man in charge, shots of redeye in saloons, etc., etc., is, for this reviewer, a headache.

So, I figured that to review *Fort Apache,* a classic John Ford Western, would be a good discipline, a touch of broad-mindedness (which we never have enough of, critics especially) and maybe even fun. No such luck. Now, this is not so much the result of my little affinity with Westerns, as , I believe, it is the fact that *Fort Apache* isn't that classic a film. Let's see why.

The film starts on the wide open spaces, the lone prairie, home of critters (OK, OK, I'll restrain myself). Lt. Col. Owen Thursday (Henry Fonda) and his daughter, Philadelphia (an older Shirley Temple, who was still real cute before she gained, in quick succession, the name Black and 200 pounds) are on their way out to the edge of the Frontier, Fort Apache. Owen doesn't like being relegated out in the middle of nowhere, so he intends to turn the fort he must command into the greatest fort in existence, or something to that effect.

Now, of course, this greenhorn of a commanding officer doesn't have a lick of sense when it comes to frontier life, certainly not like Capt. York (John Wayne) who Thursday comes up against frequently 'cause he is strictly by the book. But Thursday isn't such a bad fella; he gets as morally indignant as the next guy. He tells an (entrepreneurish) abuser of Indians that he is, quote,"'. . .the stench in the nostrils of decent men." The rest of the movie is divided up among Thursday's Irish prejudice, the Irish non-officer contingents drunken revelry, and Romeo and Juliet meets Fort Apache (or John Ford).

The acting doesn't save this "classic" Western. Henry Fonda is so stiff that you think he's an awful actor, Shirley Temple's post-pubescent pouting becomes exponentially aggravating as the film progresses and John wayne is John Wayne, as usual, but I only wish he could be even more macho in this film, so he would go and deck Fonda.

Now, there may be those that suggest that I'm being too exacting in my assessment of a 1948 Western. Make no mistake, I don't expect such a film to be the ultimate achievement in the history of cinema, but John Ford is almost universally regarded as one of film's true originals. Some of the panoramic shots of the desert have a certain grandeur, but there are only a few of these shots. Yet, the content of the film is so aimless and uninteresting that boredom swoops in on one with startling celerity. If you do like Westerns, I seriously doubt you will enjoy *Fort Apache* a great deal. I don't think that my opinion is formed from a loathing of the genre but rather from the failures in *Fort Apache.*

—Jim Keepnews

Hitchcock undeniably suspenseful

***North by Northwest.* Directed by Alfred Hitchcock. Starring Cary Grant, Eva Marie Saint, James Mason, and Leo G. Carrol.**

Alfred Hitchcock truly deserves the label "the master of suspense." I can't imagine anyone who has seen his films, "Rear Window," "The Birds," or the infamous, "Psycho," among many others, would want to argue that point, and I doubt that if anyone did want to, they would have any success. Throughout his long-running reign as one of Hollywood's best directors, Hitchcock never ceased to provide the utmost in great movies for movie-going audiences everywhere.

Hitchcock's films were undeniably suspenseful, but subtly hidden underneath all the narrow escapes, nasty characters and other such elements of suspence, a wry sense of humor was always at work. The result was a purely entertaining blend of suspense, action and humor. His films worked because they were pure entertainment. Audiences were treated to exactly they wanted from a Hitchcock classic. "North by Northwest" is a perfect example. It works solely on the level of its entertainment value, of which there is plenty, and for this reason alone it is well-worth seeing.

The plot concerns a Mr. Robert O. Thornhill (excellently portrayed by Cary Grant), a wealthy New York advertising exec who is kidnapped in the midst of an "important" cocktail meeting with clients. His abductors take him out to the immense Long Island mansion of a certain Mr. Townshend (James Mason — in a great performance as usual). Townshend, his associate Leonard (Martin Landau, later of "Space 1999" fame — although don't let that put you off), and his two henchmen are convinced that Thornhill is really a Mr. George Kaplan who apparantly knows something they don't want him to know.

In spite of his continued denials, Thornhill is unable to convince them otherwise and they decide that the must be done away with. After being force-fed stuporing amounts of bourbon, Thornhill is taken to a nearby cliffside highway where he is to have a convenient "accident". He manages to make a getaway in his inebriated state, however. After getting in an accident with a pursuing police car, he is, of course, arrested for DWI (here it is interesting to note the mere $2 fine for DWI back in 1959 when the film was made).

Thornhill attests vehemently to his innocence, but an investigation of Townshend reveals only that he was very drunk at their party the previous evening and was told to take a taxi home. It is also revealed that Mr. Townshend is none other than a very high UN official. Quite frustrated by this time, Thornhill sets out to conduct an investigation of his own. First he sneaks into the hotel room of Mr. Kaplan, with the help of his disbelieving mother and discovers that no one seems to have slept in the room, though there is evidence that someone has been living there. Moreover, no one has ever actually *seen* the mysterious Mr. Kaplan.

While being followed by Townshend's henchmen, Thornhill decides to pay a visit to Townshend at the UN. Much to his surprise, the real Mr. Townshend is not James Mason, and in the midst of their confused conversation, Mr. Townshend is stabbed. The witness see only Thornhill removing the knife from Townshend's back.

From this point on, the film turns into a never-ending chase scene, not sparing a moment for the viewers to catch their breath. I haven't even begun to describe the countless plot twists contained herein. The film is quite long (2½ hours or more) but never boring, and, as with all Hitchcock films, it is consistently dazzling to the senses. This is especially evident in both the hairaising scene in which Grant is being attacked by a very low flying crop-duster and the fantastic climax atop Mt. Rushmore.

I have no criticisms of the performances, except possible that of Martin Landau, who is not quite sinister enough, but rather wooden as Townshend's associate, Leonard. Cary Grannt is perfect in his role of Thornhill, the somewhat boring ad exec, whose first two wives left him for exactly that reason. He convincingly grows from a bore to a below-par James Bond with a helluva lot more personality than he started with. He never loses the slight naivete that gets him into so much trouble and makes him so likeable to the audience. Underneath his feigned classy exterior is a real human being who is far from perfect. Grant plays this role to the hilt.

Also excellent is Eva Marie Saint, as Eve Kendall, the mysterious young woman Thornhill meets on a train during his escape. She is a little *too* willing to help him out to be trusted. Throughout the film, she swings from loveable to contemptible, but she always keeps viewers anxious to know whose side she's really on. Also worthy of mention are James Mason, the despicable Mr. Townshend alias ?, and Leo G. Carrol as the elderly FBI agent who knows all the secrets everyone is trying to find out, but isn't telling anyone.

My only criticism is that the film is a bit dated and is consequently a bit over-romanticized at points, but don't let that steer you away. Perhaps this even adds to the spirit of fun the film sets out to provide. As I said before, the movie is pure, unadulterated entertainment. If that is what you expect from a movie, by all means see "North by Northwest."

By the way, don't blink or you'll miss Hitchcock himself getting rejected from entering a bus in the opening credits.

—Bruce Cantley

campus-wide

Dance Party!

* sponsored by the BLSU
* Proceeds go to AFRICAN FAMINE RELIEF

Featuring: LIVE DJs
Randy Hayden
& Dwayne Richardson

Kegs, Alt. bev. $1.00 adm.

10 p.m. TONIGHT in Commons

Special thanks to ARA & Schneidelman's

This ad is for all those who ever wonder if your United Way gift is really appreciated.

United Way
Thanks to you. it works. for ALL OF US.

Ad Council
A Public Service of This Newspaper & The Advertising Council

Band mixes music and politics

(continued from page 9)

If there were any doubts that this is a "real" reggae band, they were dispelled last Friday night. The horns stabbed, the drums pounded, and the bass shook. That's all you need: little more, nothing less. The most convincing evidence of this was displayed during the four-song sequence consisting of "D.U.B.," "Madame Medusa," "The Pillow" and "Tyler." This was part of the longest set of songs without a tune from *Labour of Love*, and it was plain that this was the material with which the band was most comfortable.

"D.U.B" was a relatively tightly structured excursion into the heart of version-city from the latest LP *Geffery Morgan (Loves White Girls)* (baddoom boom crash). The next selection was one which served as a great comparison, "Madame Medusa." "This one is for our premier" was the logical introduction to the most inspiring piece of righteous indignation this reviewer has seen on stage in a long while.

During this number, the entire band seemed to be intent on tearing the Iron Lady (sic) down from her wickedly Tory throne. The horns (from Asward and Dennis Bervell's Dub Band) shrieked and soared as if to shatter the walls (of Jericho?) surrounding the woman with snakes in her hair. The bass shook the foundations of her palace, and the drums launched a battery of runshot bullets and bass drum cannon blasts. A veritable sonic assault! (Purple prose for purple feelings).

Things calmed down a bit for Robin Campbell's favorite song, "The Pillow." This scathing attack on the forced lethargy of prostitution lead naturally into the scathing attack on the corrupt (Southern) U.S. judicial system which is "Tyler." Using the same introduction he has been using for the last five years, Campbell mentioned that the piece was about Gary Tyler, a Southern black framed for murder and still serving time. "Tyler" was, and is, one of their most powerful tunes, and it was gratifying to hear the crowd pick up the chorus so easily.

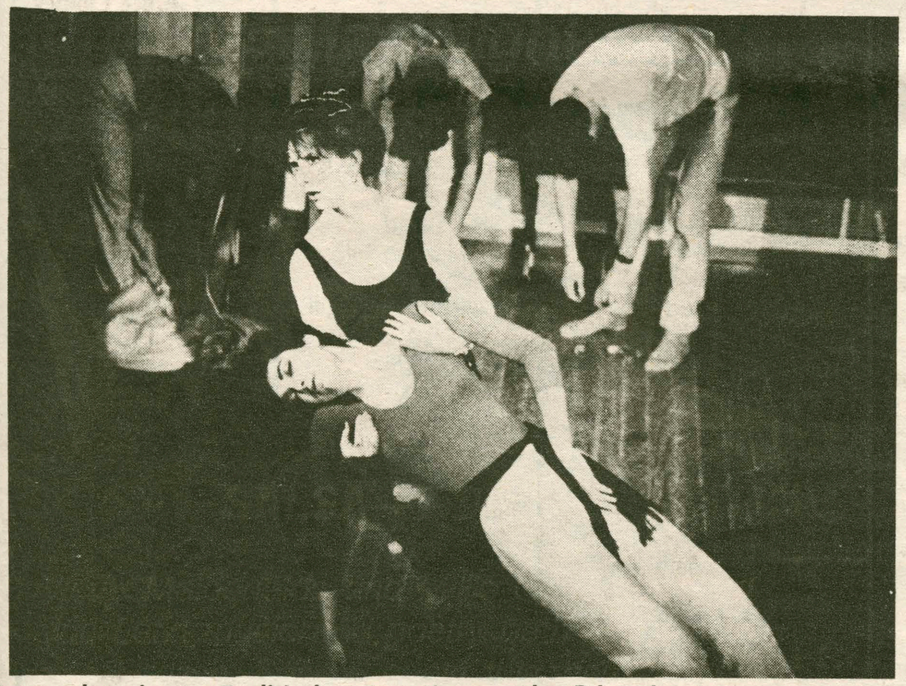
After the storming "Madame Medusa" and "Tyler," nothing else really mattered. It is revealing that the three best performances—and the three songs which the band most obviously enjoyed (the above two plus "One in Ten")—are all from their earlier body of work. People familiar with the earlier work may have noticed a new, jumped-up horn part for "One in Ten."

A few last points floating around the consciousness (but not in the purple prose). Congratulations are in order for the eleventh band member, Ray "Pablo" Falconer, the sound mixer. He made full use of his technology, and it showed. Congratulations also to the Program Board and Student Assembly for another smooth preentation.

But what happened to Earl Falconer's locks?

'Dreadlocked banshee' Pablo Moses opened for UB40

Student playwrights debut



photo/Ken Allen

Actors rehearsing for English department's upcoming Prize plays

Tonight, Saturday, and Sunday nights, the Wallace Bradley Johnson Prize Plays will be presented at 8:30 in the List Recital Hall. The four finalists, chosen from a field of eight, include "The Trashman," by Andrew Wing '85, "After Dinner," by Nicholas Lansing '87, "The Countess Drops Her Kerchief," by Matthew Woods '88, and "Bedpost Marriage," by Christopher Sulavik '87.

The annual event, sponsored by the Department of English and produced by the Alexander Hamilton Players, is always popular, and audiences are advised to arrive early. Though the productions will be judged, for the audiences it will be a night of entertainment by Hamilton's finest playwrights.

"The productions offer a chance to breathe life into the scripts," explained junior Ed Lyon, president of the Players, "For the judges, it is an opportunity to see how well the scripts translate into action — for, of course, while a script may be literature in and of itself, the theatre is a vibrant, physical art." Added first-year student Christine de Vegvar, the Players' class of '88 representative, "There should be no mention of the competition at the performances themselves."

The first of the four plays, Wing's "Trashman," is directed by Ted Curtis '85, who, in a challenging double role, is also playing the part of the Trashman. The play is a broad satire, the story of an offbeat family living in the basement of a once-grand hotel.

Lansing's "After Dinner," directed by senior Jere Williams, recounts a conversation between an older couple at the kitchen table, appropriately, after dinner. Woods' "The Countess Drops her Kerchief," is a rollicking farce in the style of Moliere, with a cast of a dozen directed by Pat Griswold '86.

The final show, Sulavik's "Bedpost Marriage," directed by Eliza Heimann'87, concerns two married yuppies in Connecticut preparing for a camping trip in the wilds of New Hampshire.

UB40 on MTV, charity, and dubs

(continued from page 9)

them seemed to be discovering everything—including drugs—all at the same time.

With regard to their present status, Travers concluded, "We've had most experiences (now), yeah. Been to a lot of countries, a lot of hotels and bars, and met a lot of weird people, you know what I mean? *Millions* of 'em." The band hadn't exactly been naive coming out of Birmingham, but, as Travers said, "We hadn't been to Sydney, Australia. We hadn't been to Clinton, New York."

The subject then changed to MTV and UB40's "Labour of Love" music video—apparently MTV mentioned the video but never actually aired it. When questioned about his attitude toward the video's release, Travers said, "It'll happen. I don't care if it's on MTV. I care that we've made it and that it is—in our opinion—very good..." "It's hopefully an alternative from the kind of cliched sexism that is rife on MTV..," he continued, "[Visually, that] often looks good, but it's hardly got anything to do with the record, you know?"

Questions then arose about the division between business—such as the making and promotion of video clips—and pleasure in the music world. For Earl Falconer, the implications are clear: "It's a job, but it's also our passion, you know? It's as simple as that." The band claimed emphatically that they will quit making music when it stops being enjoyable.

Pisani asked the UB40 members about their views on the current trend in recordings made to benefit African famine relief. Travers feels that the media is developing a cynicism and mistrust toward charity records for Ethiopia because of all the publicity Band Aid's "Feed the World" attracted. "[Raising cash] is a short-term problem, and selling records is a really quick way of making money... If every pop star in the world was being self-righteous and a real pain up the (expletive deleted) arse, I wouldn't actually care, just that the money would be going to the right place."

Travers speculated on the future of charitable recordings: "I think it would actually be quite good if a couple times a year the pop bourgeoisie gave a bit of money away. The media could laugh and say 'What a cheap way to get publicity,' and people who didn't have any money could get some." UB40 hasn't made any charity recordings to date, but they have given live benefit performances, such as those which aided England's striking miners.

On a more technical note, the musicians discussed their use of "dubbing"—adding new sounds, often including echoes, to an already existing recording—in live performances. Falconer, whose brother Ray ("Pablo") is in charge of their concert sound, said audiences seemed to be enjoying their use of reverb echoes and other techniques. For most people, though, said Travers, dubbing simply provides an opportunity for dancing. At Pisani's suggestion that the band combines popular reggae and dubbing to draw their audiences into heavier reggae, Travers agreed. "That's what we're trying to do, but at the same time," he pointed out, "we're not a Jamaican band...and so we won't sound like [one]."

Travers and Falconer concluded the interview with their projections for the not-too-distant future of UB40's recording career. Currently, they are wrapping up work on a UB40 dub album featuring voice-overs by several other British artists. The tracks are from *Geffery Morgan* and *Labour of Love*, and the album is expected to be released within three months.

45RPM: We *aren't* the world yet

by Chuck Miller

USA for Africa —"We Are The World"

And how did it all start? Back in November, when Bob Geldof of the Boomtown Rats got a good look at how the drought in Ethiopia was creating a famine, he called upon his friends in the music business to come down for a day and record a song, the proceeds of which would go to African relief. Under the *nom de plume* of Band Aid, their song, "Do They Know It's Christmas?," sold over six million copies worldwide.

Then, Geldof challenged other pop stars in other countries to do the same thing. And what happened? Bryan Adams roped about fifteen Canadians (including Neil Young, Anne Murray, Mike Reno and Corey Hart) into a band called Northern Lights. In Germany, there is a top 10 hit called "Nacht Im Wind," by Band Fur Africa, consisting of members of Nena, Alphaville, and the Scorpions. In Australia, James Reyne of the Australian Crawl roped almost the entire Australian music industry into a three-hour concert-cum-telethon. And so, it's America's turn.

Don't get me wrong—I think that it is very important to help the people of Africa, especially in these troubled times—but I don't think that this song, "We Are The World," is the song to do it with. Here is a comparison—the British song (by Band Aid) against the American song (by USA for Africa).

Band Aid's song made us feel guilty about celbrating Christmas while others less fortunate were starving.

USA for Africa's song, instead of using Christmas as a tool, shows how many rock stars are concerned about this.

Bob Geldof organized Band Aid by calling up Midge Ure of Ultravox, and between them, they called up various people who were on the continent.

Quincy Jones organized USA for Africa by calling up Michael Jackson and Lionel Richie, both of whom wrote the song, then calling up various people and asking them to drop by the studio after the American Music Awards.

When David Bowie could not show up for Band Aid, he sent a tape recorded message in support of the Band Aid project. Bob Geldof graciously put it, along with other messages, on the B-side of the song.

When Prince couldn not show up for USA for Africa, he sent a tape of a guitar riff that he suggested could be used for the song. Ken Kragen, the video director, was dismayed because he wanted a video shot of Prince and Michael Jackson taking turns singing a lyric.

To stimulate sales, the Band Aid record was sold in most countries without government value added tax, and in the United States, some states even reimbursed CBS for the state sales tax charged on the record.

To stimulate sales, the USA for Africa record will be sold at a higher price than most singles, will be placed on an album containing unreleased (read: leftover) tracks from artists, and the statement on the original Band Aid single that said, "All proceeds from this song will be donated to the Ethiopian Relief Fund," or something like that, was reworded by changing the "All" to "CBS".

The Band Aid single clocked in at 3:45, and you wished it were longer.

The USA for Africa single clocks in at 7 minutes, and you will wish it were shorter.

You might not know all the artists on the Band Aid single, but they do sound good together.

You might know all the artists on the USA for Africa single, but they do know how to hog a microphone.

The refrain, "Feed the World," is an impassioned plea.

The refrain, "We are the World," is an ethnocentric diatribe that could have been done without.

Nobody knew about the Band Aid project until it was released.

Everybody and his or her cousin knew about the USA for Africa project because of the media blitz.

Ethiopian relief or not, Rock 107, WOUR, KG104, and U102 all stopped playing the Band Aid record a week after Christmas.

Rock 107, WOUR, KG104, and U102 are playing the USA for Africa record every hour on the hour.

And what does this all lead to? I charge USA for Africa with being a bunch of showboats who want to get on a wagon for a good cause. Personally, I think if each artist wrote his/her/their own song or songs about the African famine, not only would more money be raised, but that would be a more conspicuous statement from the music industry. I mean, what about the other artists who are not on the record? (Prince, Madonna, John Fogery, Kool and the Gang, Chaka Khan, Grandmaster Flash, New Edition, Waylon Jennings, Amy Grant, David Lee Roth) Are we to assume that they do not care about this? In some cases, I don't think they were even asked. All this package totals to is a set of holier-than-thou pop music stars getting together and making their public image shine for all the country to see. If we did not do it first, let's outdo those who did. That's the American way. But a personal to every singer on the USA for Africa record: "Take good care not to practice your righteousness in front of [people] in order to be observed by them...when you go making gifts of mercy, do not blow a trumpet ahead of you, just as the hypocrites do...in the streets, that they may be glorified...[but]you, when making gifts of mercy, do not let your left hand know what your right hand is doing, that your gifts of mercy may be in secret; then your Father who is looking on in secret will repay you."(Matthew 6:1-4)

(C , raised half a notch for aiding a worthy cause.)

Campus dining service menu

	SATURDAY	SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
LUNCH/BRUNCH	Chicken Rice Soup	Bean & Bacon Soup	Chicken Noodle Soup	Tomato Soup	Potato Soup	Beef Rice Soup	New England Clam Chowder
	Fried Eggs	Chicken a La Ling w/Patty Shell	Chili Con Carne with rice	Grilled Ham and Cheese	Tuna/Noodle Casserole	Roast Beef Sandwich on Onion Roll	Cold Cut Sub on French Bread
	French Toast	Scrambled Eggs	Bacon/Lettuce/Tomato Sandwich	Chicken Chow Mein w/Rice	Hot Dog Marathon w/Hot Dog Roll w/Sauerkraut w/Baked Beans	Chef's Salad Sandwich on Pita	Beef Fried Rice
	Sausage Links	Blueberry Pancakes	Fettucini Alfredo	Fishwich on Bun	Quiche Lorraine	Meatless Baked Ziti	Spinach Quiche
	Cheese Strat	Hash Browns	Potato Chips	Spinach	French Fries	Potato Chips	French Fries
	Home Fries		Mixed Vegetables		Zucchini	Peas	Carrots
	Korean Salad	Adirondack Salad	Marinated Cucumbers	Carrot Sa;ad	Lime Jello w/Pineapple	Country Style Tomatoes	Pasta Primavera
		Pastry Display	Macaroni Vegetable Salad	Three Bean Salad	Potato Salad	Macaroni Salad	Cole Slaw
	Chocolate Pudding	Vanilla Pudding	Butterscotch Pudding	Chocolate Pudding	Vanilla Pudding	Chocolate Pudding	Butterscotch Pudding
	Pear Halves	Peach Halves	Orange/Grapefruit Sections	Pear Halves	Fruit Cocktail	Pear Slices	Pineapple Chunks
DINNER	Tomato Meat Loaf w/Mushroom Gravy	SAINT	Salisbury Steak w/Mushroom Gravy	Chicken Cutlet w/Gravy	Batter Fried Fish w/Cottage Fries	Buffalo Chicken Wings w/Celery w/Bleu Cheese	Swiss Steak
	Chicken Pot Pie w/Pie Crust Top		Pepperoni Pizza	Stir Fried Pork	Stromboli Cordon Bleu	Monte Carlo Sandwich	Lemon Baked Haddock
	Cheese Omelet	PATRICK'S	Broccoli Cauliflower Casserole	Spaghetti w/Meatless Sauce	Cheese Lasagni	Cheese Pizza	Broccoli Souffle
	Mashed Potatoes		Mashed Potatoes	Mashed Potatoes	Florentine Vegetables	Mashed Potatoes	Mashed Potatoes
	French Green Beans	DAY	Peas & Mushrooms	Cut Green Beans	Whole Kernel Corn	Broccoli Cuts	Spinach
	Whole Kernel Corn		Julienne Carrots	Escalloped Apples		Mixed Vegetables	Whole Kernel Corn
			Marinated Cucumbers	Carrot Salad	Lime Jello w/Pineapple	Country Style Tomatoes	Pasta Primavera
	Korean Salad	BUFFET	Macaroni Vegetable Salad	Three Bean Salad	Potato Salad	Macaroni Salad	Cole Slaw
	Butterscotch Pudding		Vanilla Pudding	Butterscotch Pudding	Chocolate Pudding	Vanilla Pudding	Chocolate Pudding
	Apple Sauce	DINNER	Fruit Cocktail	Sliced Peaches	Pineapple Slices	Diced Pears	Applesauce

E·T·C·E·T·E·R·A

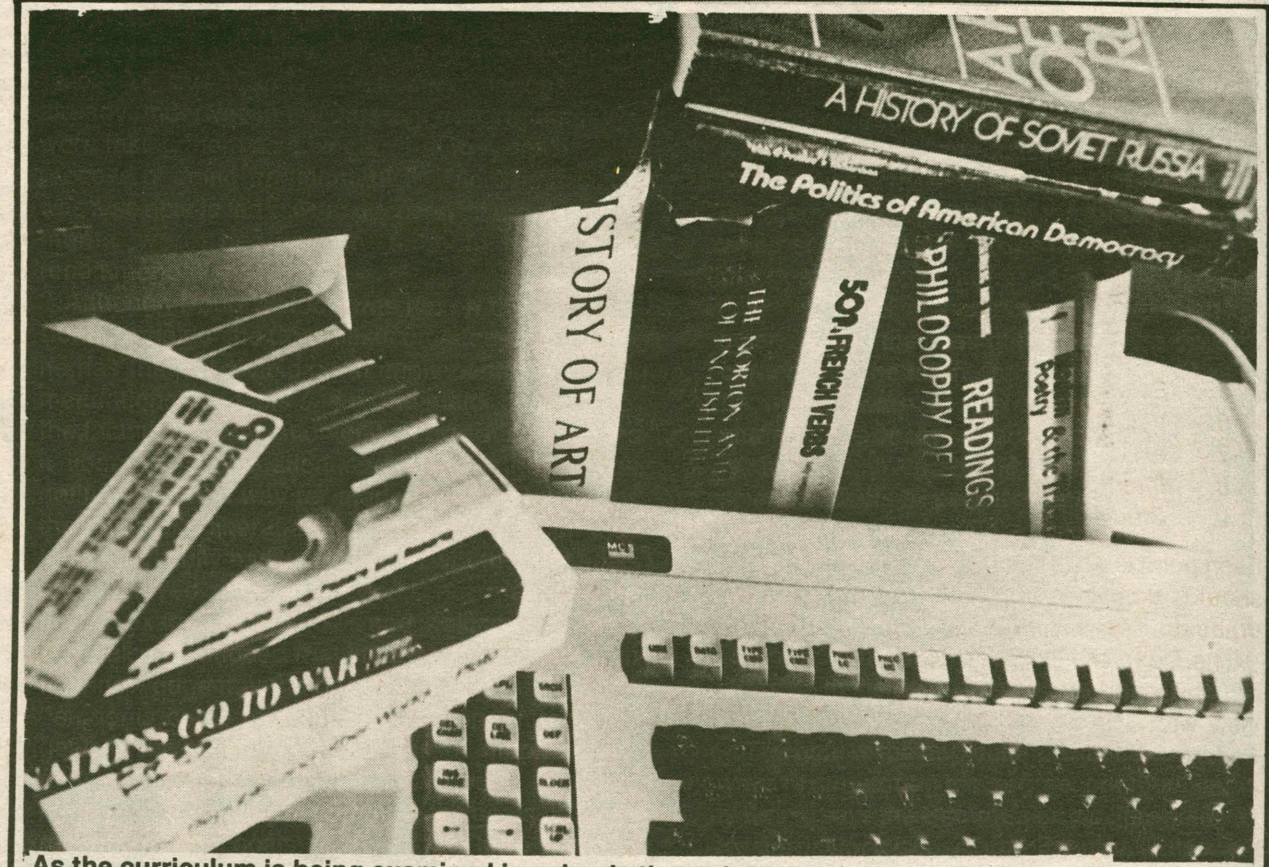
The Liberal Arts at Hamilton: A look into the future

March 15, 1985

Curriculum reform: at home and abroad

National trends: a look at how higher education is evolving across the country

by Thomas Kuck



As the curriculum is being examined in schools throughout the country, the fate of the 'liberal arts' ideal is left uncertain. Will the 'Classics' be trampled by the computer. Ham-Tech may be just around the corner.

The Association of American Colleges recently released the findings of their "Project on Redefining the Meaning and Purpose of Baccalaureate Degrees." Entitled *Integrity in the College Curriculum*, it is the result of four years work by a committee of prominent educators from various American institutions of higher learning. The report's conclusion, that the curriculum of collegiate study has suffered "a loss of definition and rigor," is certain to cause debate and introspection among all those concerned with higher education all across the nation.

According to the report, our society has come to the point where we are "more confident about the length of a college education than its content and purpose." This situation is the result of several historical trends, primarily a fourfold growth in college enrollments since World War II. Considering that there are now over three thousand institutions of higher learning in America, ranging from huge multi-campus state universities to small, private, liberal arts colleges, the lack of "common standards and expectations" is understandable.

The troubles of America's educational system are much more serious than mere growing pains, according to the report. Baccalaureate degrees are not only less uniform, but the general quality of the education they represent has declined significantly. According to the AAC, inherent flaws in today's system of professional teaching are a major cause. College professors rarely receive credit for their teaching ability, but instead their overemphasize their research with "pays off in enhanced repurtation, respect of peer's beyond one's own campus, and access to funds," at the expense of their student's education. The departmentalization of studies is also cited as furthering the decay of the Bachelor's degree. Although departments may be adept protecting their own interests, such as funding, staffing, and student enrollment, the report implies that responsbility is taken for the "course of study as it is experienced by students." Curricular committees are "seldom innovative" as they are drawn from the departments which, the report feels, "must and do protect their disciplinary turf."

As implied in the project's title, the major thrust of the preport concerns curriculum. The present system of the major, described by the AAC as "pick eight of the following" where 'the following' may be "over hundred courses, all served up as equals," lacks any depth and direction. The report states that undergraduate education requires "a framework sturdier than simply a major and general distribution of requirements and more reliable than student interest." The report emphasizes that his is not a recommendation for required courses, but rather, required methods and processes of learning. The association provides this framework in a nine point plan, which they describe as a "minimum required program of study for all students, consisting of the intellectual, aesthetic, and philosophic experience that should enter into the lives of men and women engaged in baccalaureate education." The points of the plan, as presented by the report, are as follows:

1. *Inquiry, abstract logical thinking, critical analysis.*

continued on next page

Hamilton Curriculum on the horizon

by Kanchalee Svetvilas

Two years ago, the Curriculum Commission was formed by the Committee on Academic Policy to try to impose a structure on the Hamilton degree. To gain a wide perspective on the issues confronting the Commission, the faculty elected the following members: Edwin Barrett from the arts, Jean D'Costa from the humanities, Robin Kinnel from the sciences and Henry Rutz from the social sciences. Kinnel was the chair of this commission.

Henry Rutz, from the anthropology department, felt that Hamilton was following the national trend of trying to improve the curriculum and the meaning of the degree. In the 60's he said there was "a menu with a lot of offerings for students to pick and choose." By the end of the 70's there was a change towards more structure in the degree because schools were finding that students were not getting the background they needed and the curriculum was generally weaker.

One reason why Hamilton's curriculum and degree is so free from structure is a result of the 1976 merger of Hamilton and Kirkland College. When they were united, Rutz said that there was no agreed curriculum or real organizations, rather Hamilton's present curriculum "came together historically."

The challenge for the Commission was to determine what areas Hamilton needed to change. One of the most important recommendations involved the curriculum. The Commission proposed a curricular plan in which the sciences would be strengthened by the addition of faculty to the chemistry and physics departments and restructuring and modernizing the biology program. The Commission believes students must encounter and understnad the ways science serves humanity.

In the arts they recommend a clear statement of goals and objectives, the establishment of course sequences, and the introduction of interdisciplinary courses. Arts are considered important because arts are "a global cultural tradition." The arts are also supposed to shape student's understanding of the many aspects of learning.

Humanities have been traditionally strong and has always been the core of liberal arts at Hamilton. The main recommendation by the Commission is the development of courses in the various humanities departments which integrate the humanities tradition with other branches of the college.

The social sciences have grown and changed over the years after the merger. Many different problems confront this discipline. For this reason, the Commission proposed the formation of a social science committee to explore quantitative methods in social sciences and the establishment of introductory courses on the methodologies of social sciences.

Besides investigating the current curriculum, the Commission looked at possible new courses that reflect the changing environment of education. They recommended the incorporation of new courses into the curriculum in Demography, Agriculture and Food Production, Epidemiology and Human Population Ecology. The Commission felt these were just a few of the courses in science, technology and culture that could be developed by the faculty.

Another area explored by the Commission was introductory courses. There are a substantial number of these courses presently. They have two "masters" the Curriculum Report said: teaching students what they need to know in order to take other courses in the discipline and teaching students who will encounter the discipline once. Becasue of these limitations, the Commission found that "general education in ineffectively served." To change this, the Commission proposed the introduction of then general education courses over a period of several years to emphasize the "connections among disciplines and modes of thought which remain concealed by the present structure."

The Commission also looked into the concentration and found weaknesses in it. For example, some students took introductory courses their senior year or tried to get into courses that were required earlier in their concentration. The Commission felt that both students and faculty would benefit if in the first two

continued on page 18

American Association of Colleges recent advisory report

(continued from previous page)

2. *Literacy: writing, reading, speaking, listening.*
3. *Understanding numerical data*
4. *Historical Consciousness*
5. *Science*
6. *Values*
7. *Art*
8. *International and multicultural experiences*
9. *Study in depth*

Each point is an integral part of the objectives "that should define the learning of every college graduate."

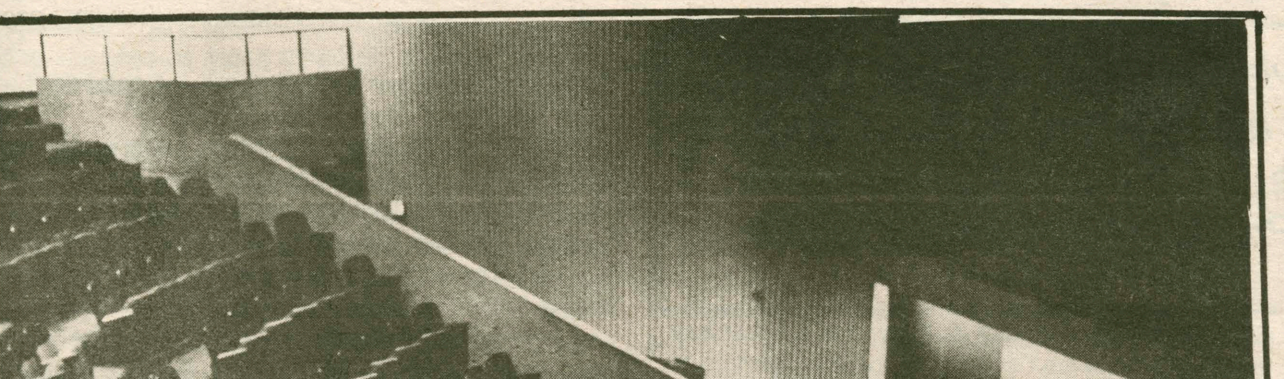
The Dean of Hamilton College, Melvin B. Endy, Jr., described particular situation in a recent interview with The Spectator. According to the Dean, undergraduate education at Hamilton College has not suffered the devaluation described in thereport, but has instead "held out against the erosion of basic skills and content and the erosion of integration of studies."

He did concede that although "we are in much better shape than other schools, we do have some problems." One of the problem areas described by the Dean is the fact that the sciences are not central to many student's educations. Of the 440 students who graduated in 1983, 270 had only one semester of science. He would also like to see Hamilton students improve their quantitative abilities, as many "lack the skills that citizens should have, even if it's just for reading graphs in the New York Times, balancing their bank accounts, or figuringtheir mortgages." It is hoped that by incorporating these skills in existing courses, this "quantitative fear" can be eliminated. Languages and intercultural experiences are some more of Dean Endy's concerns. Improvement of the study of minority cultures in our nation, as well as increased emphasis on Asian, African, and Latin American studies is viatl as "we have not, in a systematic or comprehensive way, offered studies that break from mainstream, Western culture." He emphasizes that although there may be some shortcomings here at Hamilton, there is nothing on the scale of the "profound crisis" described in the report by the Association of American Colleges.

The Dean describes himself as "strongly supportive of a college-wide recruitment for a senior thesis" which would force students to "pull together their concentration, and show that they have gained the skills associated with a good liberal arts education." Dean Endy is seriously exploring the implementation of first year seminars which would provide a "common experience" for Hamilton students. These seminars would concern a common theme and incorporate analytical skills, writing, debate and perhaps field work. In this manner, first year students would be encouraged to "take the intiative in their own education."

The 9 point AAC curriculum plan

1. *Inquiry, abstract logical thinking, critical analysis.* Considered by the committee to be "the heart of the intellectual process," every course in an undergraduate education should emphasize this manner of thinking.
2. *Literacy: writing, reading, speaking, listening.* According to the report, "a bachelor's degree should mean that its holders can read, write, and speak at levels of distinction and have been given many opporutnities to elarn how. It also should mean that many of them do so with style."
3. *Understanding numerical data* Students in all fields should understand the benefits and techniques of quantitative research as well as the ways in which they can be used to mislead.
4. *Historical Consciousness* The committee states that the study of history, whether it is, "the emergence of a school of painting, the outbreak of war, the critical reception of a major writter, the adoption of certain economic policies, the appearance of a new educational movement, or the evolution of a new scientific insight," forces students to "recognize complexity, ambiguity, and uncertainty as intractable conditions of human society."
5. *Science* A well educated student should understand the correlation between observation and inference, the meticulous construction of models, the "deliberate strategy of forming and testing hypotheses," and the various limitations of scientific inquiry.
6. *Values* The AAC emphatically states that "there is no place in the course of study where the capacity to make informed and responsible moral choices cannot appropriately be nurtured." They provide a list of examples including such topics as equity in the tax structure, innocence and evil in Melville's *Billy Budd*, US involvement in Vietnam, Iran, and Grenada, the ownership of the Elgin marbles, and the Trinity project at Los Alamos.
7. *Art* According to the report "the arts can no longer be denied access to the curriculum nor relegated to a peripheral position. They are therefore to be encouraged as providing access to realms of creativity, imagination, and feeling that explore and enlarge the meaning of what it is to be human."
8. *International and multicultural experiences* The study of "class cultures, cultures of place and gender and profession" is necessary to provide students with "access to the divesity of cultures and experience that define American society and the contemporary world." The report emphasizes the importance of foreign languages, literature, art, history, and especially programs of study abroad.
9. *Study in depth* The AAC report expounds on this important final point for more than a chapter. It describes depth as "sequential learning, building on blocks of knowledge that lead to more sophisticated understanding and encourage leaps of the imagination and efforts at synthesis."



Empty classrooms, faculty unemployment... Is this the future for small schools the new student pool declines? Declining enrollment, how can it be avoided?

Hamilton Faculty discuss College program future

by Kanchalee Svetvilas

The report by the Curriculum Commission has obviously provoked discussion by the faculty. In a series of interviews some of the members offered their opinion of Hamilton's strengths and weaknesses.

Henry Rutz, the Commission member from the social sciences, believes Hamilton's liberal arts education is important because it "creates a broad awareness of the world." This means Hamilton does not have vocational or pre-professional programs, but Rutz believes Hamilton students are "professionalized" when they go to graduate school or when they work. An important aspect of the liberal arts degree is "based on solid skills: the ability to speak and write well, work independently and solve problems within a framework. These skills are required of all professional jobs." Rutz feels "it is wrong to think liberal arts is not practical. It orients itself for a career. Nothing has changed that."

Although Rutz sees the importance of liberal arts at Hamilton, he also sees the need to change or improve the present curriculum. One aspect the Com-

continued on page 19

President Carovano on the liberal arts

Spectator: *How would you describe the current state of higher education in general?*

Carovano: Well, higher education is presently facing an environment unlike any it has ever faced before. By that I mean that for almost all of recorded history—to overstate things a bit—higher education has experienced growth, and that is particularly true for the period from the end of WWII until the mid-1970's, That was a period of very rapid growth. It is even expected that higher education will contract or decline in the next few years. The major reason for that decline, of course, is the decrease in the number of high-school graduates. That decrease began in the late 1970's and it is expected to continue until the early 1990's, The projected decrease is on the order of 25 percent for the nation as a whole. For the Northeast, the estimate is close to 40 percent or more. In short, while institutions of higher education have always had to deal with changes in their environment, contraction is not one they've had to deal with in the past. And it is having an impact on higher eduction in all kinds of ways. The challenge to higher education today is to respond—as has always been the challenge—to a changing environment and one that at this particular time is characterized by contraction.

Spectator: *With that in mind, how would you define the goal of a liberal arts education— what is the liberal arts "ideal"?*

Carovano: The particulars of a liberal arts education have been redfined over the years, but the general thrust has been fairly consistent. I think when one talks about the purpose or objectives of a liberal arts education, he or she has to talk in the most general terms. I have characterized it often as preparing students to cope with and savor life, and to make a contribution to the communities of which they will be a part. Now the way in which an institution does that changes as the environment within which students will find themselves changes. This institution has been changing over the years to respond to a changing environment, and I expect it will continue to do so in the years to come. Now, it's not been changing in response to the contraction I was describing earlier—that's not been a major factor in changes that Hamilton has been making—but it has changed in response to other changes in the environment.

J. Martin Caravano, President of the College: "Now education is not growing but stable, you meet new needs by reallocation."

> *'Many institutions are now reviewing their degree requirements, rethinking once again whether there ought to be distribution requirements. . . .We are also doing that.'*
> *—President J. Martin Carovano*

Spectator: *Do you feel, in any way, that the traditional liberal arts education is yielding to preprofessionalism—in general?*

Carovano: Not in general, no, at least not at Hamilton. With one exception—and I think this has been characteristic of all of higher education for the last couple of decades. The more highly specialized the faculty has become, the more pressure there has been on making undergraduate education preprofessional in the sense that it is preparation for graduate work in the disciplines. But, otherwise, it has not become preprofessional in the sense of preparing people for a specific career. But there's been a temptation of the part of the highly professionalized faculty with very specialized interests to make undergraduate colleges a preparation for graduate school in the disciplines.

Spectator: *Then how would you account for—for example, at Hamilton—the growing numbers of economics majors?*

Carovano: Economics is . . . not business administration, it is not training one for the particular activities involved in running a business. It is a study of the economy. It's a social science. Presumably, the growth of enrollments in economics is a result of students' interest in the economy from a social scientist's point of view.

Spectator: *Then you feel that Hamilton is in a sense upholding the liberal arts ideal?*

Carovano: Yes, I think it is. Now, that's not to say that the College isn't shifting as the environment in which it finds itself changes. As the economy becomes more complex or difficult to understand, as the political world does the same thing, student interest in looking at those economic and political phenomena from a social scientist's perspective have grown. And so you will find enrollments in economics and in government going up. And that represents a response on the part of the institution to a changing environment.

Spectator: *Do you feel that in any way Hamilton is adjusting its academic program to conform with any notionwide trends? What specific curriculum changes do you foresee?*

Carovano: Let me try to divide that question. I have said I think the college has responded to changes in the general environment: for example, I mentioned government and economics. We are also taking steps to strengthen programs in the sciences because the influence of science and technology on the society in which we find ourselves now is greater than on earlier societies. Computer science is a good example—computers are an example of a thing which has become more important in our lives than it once was, and you see, as a consequence of that, growth in our program in computer science and mathematics. So, we are responding to some extent to trends in the general environment. But are we also responding to trends being set by other institutions of higher education? Many institutions are now reviewing their degree requirements, rethinking once again whether there ought to be distribution reqirements of one kind or another. We're also doing that.

Spectator: *Well, what about the 4-1-4 calendar?*

Carovano: I see that as a minor variation on a theme. That is, there are many colleges in this country which are solidly in the middle of the liberal arts tradition but they have different calendars. Some have 4-1-4 calendars . . . some have two term calendars with the first term beginning before Labor Day and ending before Christmas. There's also the two-term calendar which begins after Labor Day and ends after Christmas, and there's a calendar being used by Colorado College which has nine little blocks, I think. And there are quarter systems. So that I believe the calendar . . . is not essential. It's not critical to the program. You can achieve your end using a number of different calendars. Each has advantages and disadvantages, I might add. None of them are perfect, or we'd all be using the same one.

Spectator: *What about the curriculum? Might it be expanded to include, for example, Afro-American studies—or any other new areas of academic study?*

Carovano: I would expect the curriculum to continue to change over time as new needs become apparent. But there's one thing different about meeting curricular needs now, as compared to what was the case for so many years. For many years, when education was growing, you always met new needs by adding on. Now that education is not growing, but stable, you meet new needs by reallocation. You neet new needs by doing less of something so you can do more of something else. And that is difficult

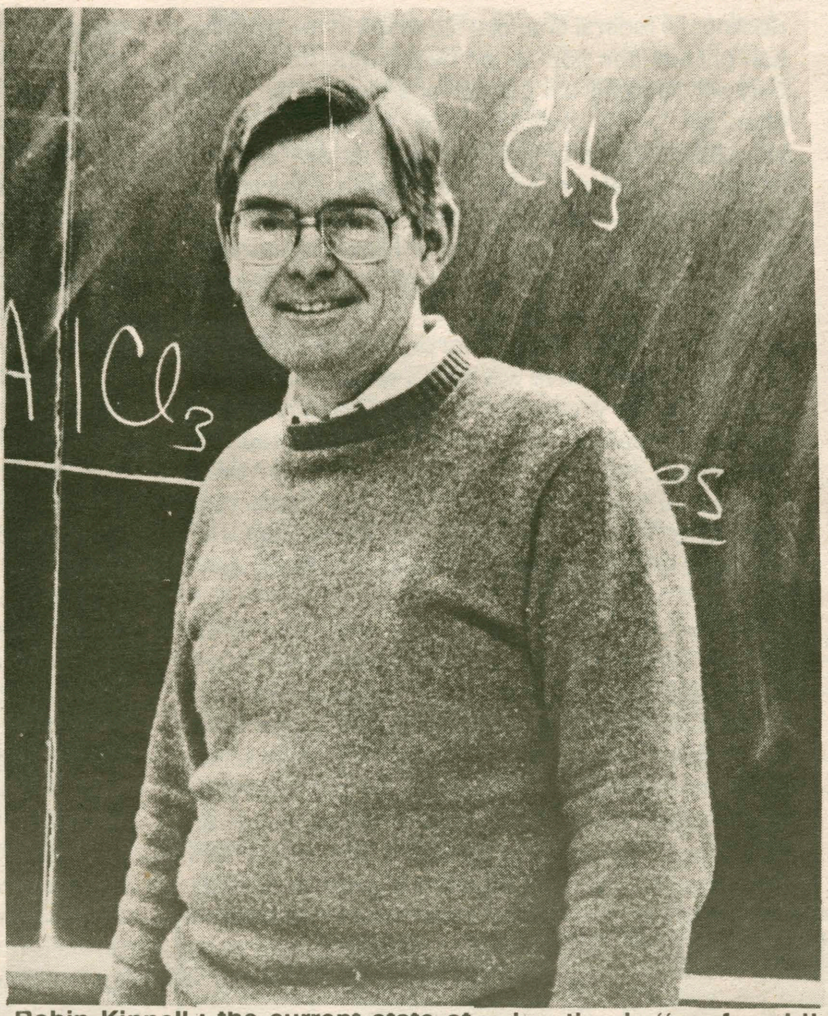
continued on page 19

Kinnel speaks for 'excitement' in education

Spectator: *How would you describe the current state of higher education in general?*

Professor Kinnel: The first word that comes to mind is "confused." I think that a lot of changes that have come about in higher education in the last 20 years, let's say, have served to make those of us who are in the business less sure about what we are doing than at any time in previous history — as far as I can tell.

There's another thing that's causing disruption in higher education, and that is the emergence of the universities as research institutions — not only in science, but in the social sciences and humanities as well. But as less attention is being given in some of the institutions to undergraduate education in favor of graduate and post doctoral education, and some of these universities are engaged in contractual research — especially in the sciences — it raises all sorts of ethical issues for the people who run those institutions. Nevertheless, I think that there has been, in the last couple of years, a senstitization that there are some problems in higher education, not only in connection with that of moral and philosophical issues about education, but also with regard to the student population. Where are the students of tomorrow going to come from? There just aren't as many of them as there used to be, and there *won't* be, at least for the next ten years. This raises some very serious issues for colleges, especially colleges which aren't in as favored a position as Hamilton is, where the number of people seeking positions in those colleges is falling, not rising.



Robin Kinnell : the current state of education is "confused."

There are some financial considerations as well which raise serious questions for private higher education. The tax reforms that are being considered could cause very serious problems for all sorts of private institutions, private colleges especially. Although there are certainly going to be troubled times ahead, some exciting things are going to happen in higher education as well.

Spectator: *In that respect, what are the goals of a liberal arts education — and what is the liberal arts "ideal", as you would define it?*

Kinnel: The liberal arts education has probably thousands of definitions, depending on who's doing the defining and I think also depending on the insititution for whose students the definitions are being offered. But I think there are some differences, and there are certainly differences in what is involved in the liberal arts. For me, the liberal arts education involves — inculcating students with a love for and an appreciation for knowledge. Knowledge seems a little trite, in some ways, but I think I mean more than knowledge. A love for and appreciation of the things that have made the civilization go. And that would encompass, for me, some love for and appreciation of things in a variety of areas.

Spectator: *Do you think, in any way, that ideal is yeilding to preprofessionalism?*

Kinnel: I think that ties back to what I raised as one of the problems of higher education — I'm not sure what one means by "preprofessional."

Spectator: *Well, for example, at Hamilton — I don't know whether this is indicative of preprofessionalism — all the students who are declaring economics, or all the pre-law students, or students who are very strictly pre-medical students, as opposed to approaching education as an "inculcation."*

Kinnel: I'm going to dodge the question first, then I'll come back to it in a minute, with a better answer. I think there are several levels of inculcation and I think that it's not — to paraphrase the words of a Yale president — it's not enough to just inculcate students with a smorgasbord. I think that one can make a case for some intensity, a particular focus. I don't see that as preprofessionalism, I see that as part of the liberal arts. The way it has traditionally

(continued on page 18)

Bristol has 'dynamic' vision

Spectator: *Do you think higher education is benefitting students as much now a in the past? Do you think it has changed its focus?*

William M. Bristol, III, Chairperson, Board of Trustees: Well, there's no question it's changed its focus. As to whether it's benefitting students more in the past, I don't know. We read, in the papers, criticism of the current educational system. We're a liberal arts college, and there you talk about generalism rather than specificity — getting your degree means passing requirements that are rather strict, as they always were. But then, there's so many things to learn today. I was discussing this very question with the Dean yesterday, and I don't have, I think, the proof of the pudding of how well the students of the 1980's adjust to the world in which they work as compared to students of prior decades. Only the people who live in the latter half of the next century will know the answer.

Spectator: *How would you define the goals of a liberal arts education — what is the liberal arts "ideal"?*

Bristol: I think that, and this is a personal definition, the liberal arts ideal is to create individuals who can, throughout their lifetime, becasue of the wisdom and knowledge, equip themselves to cope with the future. And we believe that the results of this degree in liberal arts will help create the more 'well-rounded' person, who is not at a loss in any situation. I was a businessman, and I find that we say this over and over again and again, that communicating with other people is perhaps the single most important thing that they learn in their educational experience.

Spectator: *Is the traditional liberal education yielding to pre-professionalism? You mentioned that a liberal arts prepares you to survive in the world, and be able to express yourself to others. Do you think that Hamilton is focusing specifically on turning out businessperson, doctors, lawyers — turning out young professionals?*

Bristol: I don't know that it isn't — I can't answer that question. Looking at it from the reverse, I think it is an ideal preliminary to specialisation in the field of law or medicine.

Spectator: *But right now, you don't think Hamilton's education is necessarily leading to pre-professionalism?*

Bristol: I think that any graduate of high school has a chance, but liberal arts experience, prior to choosing a career where you are the traditional banker (for example), is very important. Of course, you need an MBA to get started — I don't think its right but that is the way it is.

Spectator: *Do you see Hamilton graduates simply fitting into empty spaces that society has already established? Are they molded into pre-professionals?*

Bristol: Yes, they are fitting into these positions, but they're a dynamic lot. They won't just stay there; they will change these spaces. There are too many restrictions today where there shouldn't be — we're suppose to be a free country here, and I don't see laws and such reflecting the democracy we claim to be upholding. I think this generation can change this, and have a strong impact.

Spectator: *Is Hamilton upholding the liberal arts ideal that we discussed before?*

Bristol: To the best of the ability of those involved, I think we're trying to, but apparently there are some areas that are rough (ahead) in this study of curriculum. I suspect there will be some changes — I don't know what they will be. They could be along the lines of less doing whatever you want to do and a little bit more of required studies. Depending on your interests, there is a problem in having to understand a foreign language, or a science which I understand is the case.

Spectator: *Is Hamilton adjusting its academic program to conform with any nation wide trends? What specific changes do you forsee?*

Bristol: I don't know. I'm sure that the faculty wherein this originates is doing what it thinks is in the best interest of educating the students here. I think we may follow a national trend, but I don't think we're limited by it. In other words, I don't think we're followers; we're leaders in our field.

Spectator: *Do you see any specific curriculum changes?*

Bristol: I think that I've already answered that question, in the main shift into requirements in fields where there are now none. From a trustee standpoint, this is in construction, and still undergoing preliminary discussion.

Spectator: *Does the suggested demise of the 4-1-4 calendar reflect any changing attitudes at Hamilton?*

continued on page 20

Admissions and financial aid outlook

Declining enrollment seen across country

The college education is not what it used to be. Administrators across the nation are turning inward and examining their roles, identities and purposes because of the prospect of declining enrollment. This is especially true with regard to its eastern schools whose regional decline of prospective college bound applicants is expected to be significant. In New York alone, the projected changes in the number of high school graduates from 1981-2000 is estimated at a 28 percent drop. This decline could have a remarkable impact on enrollment at Hamilton during the coming years.

This past weekend marked the beginning of the admission committee selection process whereby the record 3000$ applications received this year will ultimately be wittled down to a class of approximately 450 entering students. The actual number is always uncertain.

Not only does the college not know the number of students who will eventually matriculate, the demographics of future classes is equally unclear. The ominous outlook for New England Colleges who attract students from the same area in view of projected declines in its application pool provoke some pertinent questions: Where will Hamilton draw its students from in the future? Will the selection process become more flexible and more students be accepted for fear of declining enrollments? Will declines in federal financial aid result in the polarization of Hamilton population by allowing for only the very rich (who will still get aid regardless of the salary changes in Washington and Albany)? Or will Hamilton be able to continue with its aid-blind admissions process to insure that qualified individuals with financial need will be able to attend? We always speak of the lack of diversity of Hamilton students both ethnically and geographically. Is this going to change in the coming years?

One of the most significant objections of the College recruitment drive will be a westward focus. According to the Western Interstate Commission for Higher Education, (see accompanying graphics) states like Utah and Texas are expected to have a cumulative growth of eligible high school seniors of upward to 76 percent. In the face of eastern declines Hamilton will have to expand westward. But it won't be easy.

Accessibility is a significant problem. Most midwestern seniors are hesitant to consider schools in the east for geographic and financial reasons. With costs likely to break the $20,000 a year mark within the next decade, students may believe that the home-state public university is the only viable option in view of such "prohibitive" costs. However, Ken Kogut, Director of financial aid, says that "Hamilton has always devoted a great deal of its resources to student aid and will continue to do so in the future." Hamilton's lucrative endowment income has been a significant source of financial aid; in fact, several million dollars in revenues from the 175th Anniversary compaign will be allocated for future student aid allocation to help buttress the anticipated loss of federal aid income in the future.

But Hamilton's efforts alone connot bridge the anticipated aid gaps. Speaking about the latest compaign, Kogut explains that "We've had several campaigns since I've been here in the last 13 years . . . . If federal aid state money dried up today we'd have a *big problem* by September 1985, let alone by the year 2000."

With changes in federal aid policy expected, the burden will have to shift from the government to the family. Earlier in a childs life, parents will have to start saving and planning creative financing alternatives similar in concept to IRAs whereby money might be set aside for a long period of time to be used expressly for education. The problem, though, is that many students when considering colleges is a *perception* of prohibitive costs. "I see a bigger problem because many students exclude themselves" says Kogut, when they may actually be able to come to schools like Hamilton with a bit of creative financing.

If the problem is viewed not as a financial one but more as declining enrollment, will there be a temptation to "bribe" top students to come to Hamilton through fat scholarships and grants?

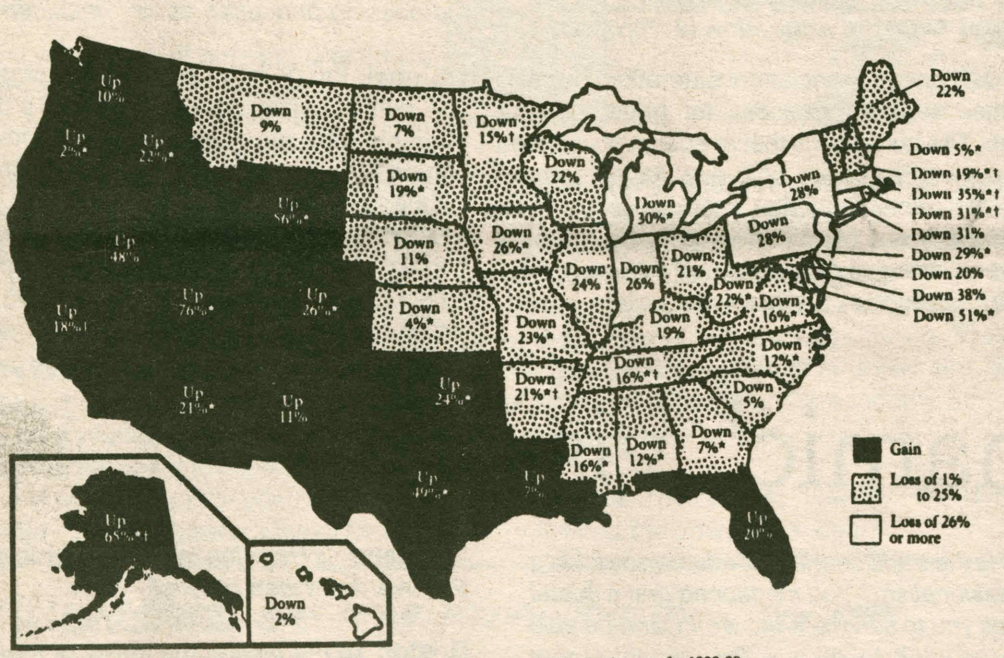
"The 'buying' of students is self defeating. We get the best students not because of financial, but academic reasons."

When considering ways to promote the college beyond the normal circles of New England, admissions recruiters run into the problem of "spreading the word." How can Hamilton reach out to a plethora of students from Texas to Talahassee and beyond?

Capturing the video phenomenon, the College has recently hired IBM as consultant for the production of a fiction that will be used for promotion purposes. Such a tool, it is hoped , will enable student from afar to become familiarized with Hamilton. While using videos for college recruitment is by no means new, students unable to travel to Clinton will be able to become intimately familiar with Hamilton, thus encouraging applications from a more geographically dispersed region.

In the long run, the expansion of Hamilton's boundaries in the face of declining enrollments through expanded marketing techniques will ensure that the college remains a stable, less provincial institution responsive to the impending changes in the academic environment.

FIGURE 2. PROJECTED CHANGES IN GRADUATES, BY STATE, FROM 1981 TO 2000



*Projections include graduates of public high schools only. All other state projections include public and nonpublic high-school graduates.

†Projections are for 1998-99.

Source: Western Interstate Commission for Higher Education

Major curricular revisions seen ahead

ontinued from page 14

ars about half the courses students take would be general education and the remainder devoted to re in depth study of a concentration and related bjects.

For the concentration, the commission recommended raising the humber of required courses to ten. In addition, they suggested departments list cognate courses from tother departments and recommend or require them for the contration.

The Commission was also concerned with the senior year in relation to the concentration. They beleived seniors should spend most of their course selection in their concentration. Furthermore, the Commission felt seniors should be able to do some independent and imaginative research in the field of their concentration. Therefore, the Commission recommended that every senior be required to complete an independent project.

In general, the Commission believes students should only taken introductory courses in their first two years. By closing these courses to juniors and seniors, students will have to think ahead and plan; they will be better prepared for upper level courses; they will be able to focus better on their upper level courses and their concentration; and there will be fewer courses reqistered with first year students and seniors.

Another change in the present degree structure the Commission would like to see incorporated is foreign languaged study. The Commission's report said "it allows students to communicate with others and teaches them the influence of language on thought and meaning." Also, American society is becoming "increasingly multi-lingual." For these reasons, the Commission recommends the faculty require foreign language study for students entering Hamilton and foreign language proficiency for the degree.

The Commission feels Winter Term should be abolished to help free faculty resources to support the Commission's recommendations on general education. The abolition of Winter Term would lower the degree requirement from 35 to 32.

This recomendation is one of the first topics on the Committee on Academic Policy's (CAP) agenda. The chair of CAP, Doug Weldon said the committee has been visiting the departments to determine what their views are on the subject of Winter Term. At the moment the faculty is split on whether or not to abolish Winter Term. Weldon said the Committee hopes to have a proposal for the faculty to vote on by this summer or early fall.

After considering all the aspects to the question of distribution of requirements at Hamilton, the Commission recommended there be no distribution requirements. Instead they recommend the faculty require proficiency in a foreign language, a writing requirement, senior project, and eventually a general education requirement.

Besides the degree structure and the curriculum, the Commission looked at the size of the faculty. Presently the authorized number is 135, but it could be slightly above or below this number due to natural fluctuations due to resignation and resource allocation. Assuming the student body will continue to be 1620, the student to faculty ratio will be 12:1. The Commission feels it is necessary to raise the faculty to 145 to meet the demand of new courses and to strengthen departments in Chemistry, Physics, and Mathematics' Computer Science program. This will lower the student faculty ration to 11:1.

Recognizing that computers are becoming increasingly important to the academic work at Hamilton, the Commission recommeneds that all Hamilton students have some "hands-on experience with computers." The commission also recommends that the faculty vote for a computer science concentration.

Faculty speak on the curriculum

continued from page 15

mission wished to improve is the sciences. Rutz beleives the major dilemma for the faculty is "how to best teach science now with its increasing complexity and how to teach students who will not be scientific researchers or involved in a science-oriented career."

Rutz also feels Hamilton needs to improve in its quantitative thinking. Rutz says, "just as students communicate well, wrtiing and speaking, they should be able to read graphs, indexes, establish parameters of problems to come to conclusions." The quantitative part of life is much more important than in the past. "For example," Rutz said, "the consumer price index . . . students should know how it is constructed and what inferences it has to real life."

Edwin Barrett, a member of the Commission from the arts, also recognized some weaknesses in the present structure of the curriculum. The amount of freedom students had was one weakness Barrett felt should change. He said, "there wasn't a bit of sense to what they were taking." He felt students should have "a clear sense of what they're doing and why." In other words, ther was no relationship between the courses the students were taking. For this reason the Commission "wants agreater emphasis on interdisciplinary courses."

Barrett also said the Commission was a body uniting various changes that were already occurring: "Most of the proposed recommendations were already underway in the different departments. We were taking them as a whole what they were in the process of doing fragmentarily." The Commission was also able to learn what direction different departments were heading in to help with their recommendations.

Although Doug Weldon was not on the Commission, as chair of the Committee on Academic Policy, he has the job of helping to implement the recommendations. He feels one of the major concerns of the faculty is "a question of how one accomplishes a liberal arts education and of how the college defines the best way for students to work towards the goals of a liberal arts education." Weldon also feels the faculty has to determine whether the goals are observed or not, "students are meant to be always examining the goals and making progress."

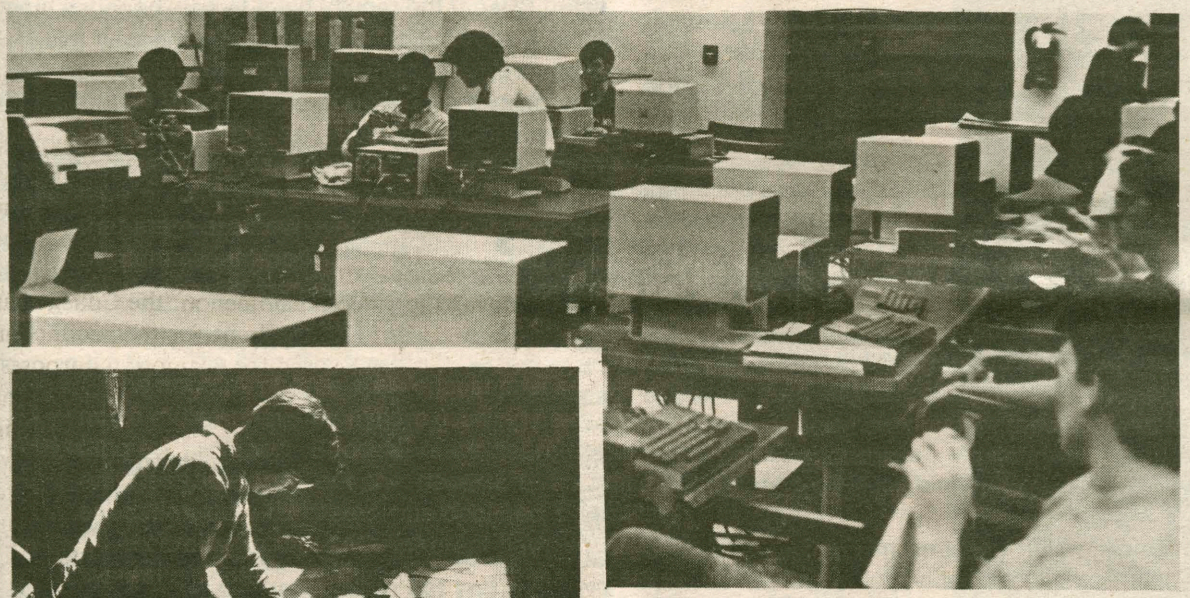
He also mentioned that students came here with the knowledge that the goals were to be met, when "students come to Hamilton they understand the goals of the college — it provides an important emphasis for their education." Although students realize the necessity to complete the goals, Weldon recognized the goals are weak. "There are ambiguities on how to meet them. The ambiguities complicate it." In the end, "the faculty may wish to clarify what the goals mean."

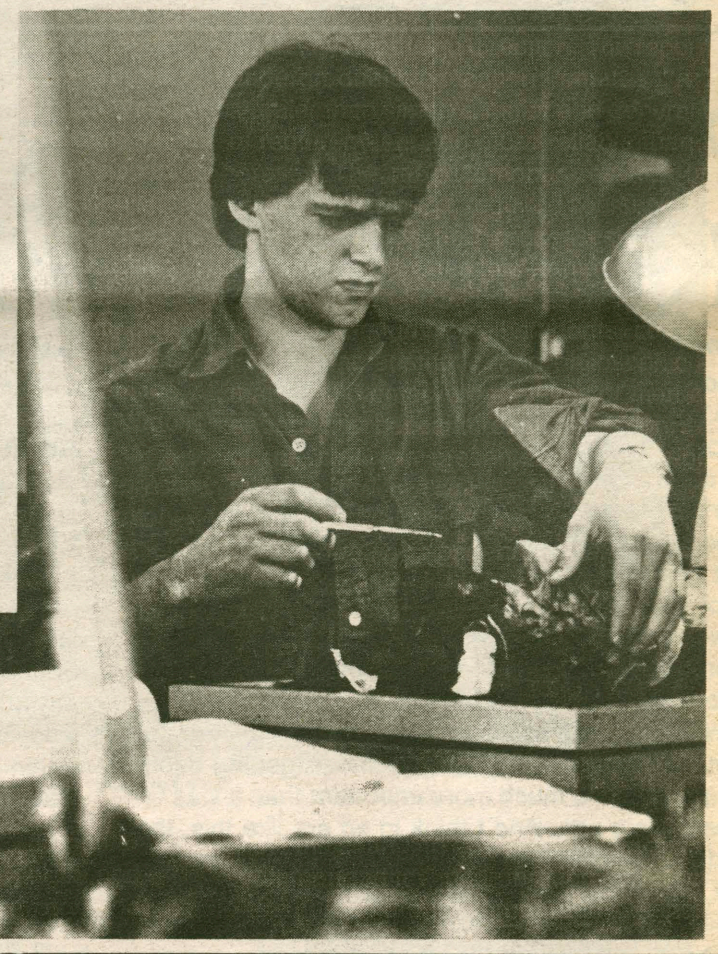
When asked about distribution requirements, Weldon mentioned "it is rare for a college to be without distribution requirements. In the 60's and 70's many colleges got rid of them. Now the're bringing them back." The job of the faculty is "to decide whether students are taking courses to work toward the goals of the college."

Robin Kinnel, member of the Commission from the sciences and the chair of the Commission, was concerned with the future. he said that students should be more aware of the sciences because some students are uncomfortable with it. More importantly, he said, "We should be concerned with how science affects all people. We should not blindly accept it because there are risks and limitations."

Kinnel also believes that students should be more aware of the outside world. "We have developed closer ties with the world because of advances in- communication. The curriculum needs to be senstivie to the development of a global financial network."

The goal of the curriculum commission was to find ways of structuring the degree, but more importantly Kinnel says the Commission ws "providing a focus for curricular discussion." Eventually this will lead to decisions and voting by the faculty.





The diversity of Liberal Arts education: Science, Mathematics, Computer Sciences, Arts, History, English, Philosophy. Where is the balance? Where are the new growth areas?

Carovano's 'Hamilton Education'

and slow, but that is the way new needs are being met.

Spectator: *But do you think that Afro-American studies is a possibility?*

Carovano: Sure. But I think it'll be met by redirection of people's efforts. There are faculty here who have taken an interest in that area—developed an expertise and taught in that area . . . . Or, if someone should leave and someone new comes in, we might well bring someone in who has an interest in that area that the previous person did not have.

Spectator: *You keep speaking of "redirecting" effort among the present faculty. Assuming an expanded curriculum, will new faculty members be hired, or will the current faculty take on a larger workload—and would it yield a less attractive student-teacher ratio?*

Carovano: I think you've given me an incomplete list of options.

Spectator: *Well, what are the options?*

Carovano: I don't see a substantial increase in the size of the faculty in the coming years. We have a comparatively luxurious faculty-student ratio right now. So that what I see us doing in an effort to introduce new things is to reallocate resources, or redirect energy. Now, if faculty member X, for example, chooses to teach a course in Black Literature, I'm not assuming he's going to teach more courses, but rather that he will teach less of something else. Furthermore, this isn't going to result in an increase in his workload, because if students are taking that course, they can't take something else. So everybody's just redirecting their efforts—their energies and attentions.

Spectator: *Is there anything else you'd like to add about the Hamilton education?*

Carovano: I think we're very fortunate in having as able a group of faculty and students as we have, in having the resources that we have available to us. I think the one danger, if you will, that we have to recognize is that because we are so fortunate we might become complacent to the kinds of changes we should be making—or considering, at least—in order for the institution to remain vital and responsive. So we have to be continually alert to insure that the institution is offering a program which is appropriate to its environment.

Bristol on the future of J-term

William M. Bristol III

continued from page 17

Bristol: It's not deceased as yet. The commission has recommended an adjustment, an elimination of the 4-1-4, but that's not a fact yet. And I don't think there will be any immediate decisions. Whatever evolves from the discussion will probably be endorsed by the committee, but I don't know what that recommendation will be?

Spectator: *Does even the proposition of a revision of January term reflect any attitudes.*

Bristol: This is heresay as far as I'm concerned. I don't really have intimate knowledge of the 4-1-4. I believe there are problems — I believe that these problems are that perhaps we don't have a reasonable attendance; maybe too many students take subjects which are more fun than they are work, and therefore not intellectually stimulating. I feel that maybe there is a greater burden on the faculty people who teach these courses rather than the normal courses. We at the trustee level have been involved in discussions of the wisdom of pursuing the 4-1-4 or withering it — but I certainly think that in studying the curriculum it's proper to challenge every part of it, and if the part in question is the one month of winterterm, and there is no satisfactory answer, then it's time for a change.

Spectator: *How do you feel about the addition of diversified courses to Hamilton's curriculum?*

Bristol: I feel it is diversified; is it not? I'd have to ask you — is it not diversified? I haven't done any discussion at all, as I said before. This has not yet reached the board.

Spectator: *What are your reactions to the recent campus issue concerning the addition of Afro-American studies to the present curriculum?*

Bristol: If it fits in normally with the general academic load that we want students to have — fine. I have no negative feelings about it, through I don't judge it to be necessary. If it's a good course to have, why not?

Spectator: *What do you feel Hamilton is doing as a liberal arts college? How is it changing students who pass through the institution from their first to senior years?*

Bristol: I think you should ask the students that question because I think I'm not so sure I can answer it. I think the students as I see them, and young alumni, are very, very, satisfied with the Hamilton experience. I see young alumni starting their career paths in very strong positions. I see less young alumni, but not the real aged alumni, moving forward in their careers very successfully. From this evidence, I preseume that what they've acquired from Hamilton College has been very beneficial. Other than that, I don't know as I can comment.

Spectator: *That's all, unless you have any further comments.*

Bristol: Well, I spend a good deal of time selling the needs of this college to our constituents, parents and friends, friendly foundations, corporations, and alumni, reiterating what a fine institution it is. I'd like to say that in every respect I think it is a fine college, but I will also have to listen very carefully to what the students have to say, because you are ultimately the people who are concerned,. We also try to listen to what the faculty have to say, because they have a very major role in shaping the way this institution operates. But I get very favorable responses in terms of the success of our graduates. That's how I count the votes.

Kinnel's 'formula for success'

continued from page 17

been stated — at Hamilton and other institutions — is that the education should have some breadth and some depth. I do not think that the concept of "depth" in the educational process at the undergraduate level should mean preprofessionalism, nor would I say that preprofessionalism, at least as you have defined it, is any indicator whatsoever of depth of education. I see the concepts as two very different kinds of things. I think that in an institution like Hamilton, that greater danger is not from preprofessionalism; it is from dilletantism. We are in a student generation where concern for "number one," for getting a career, getting a job, is paramount, much more important than it was fifteen years ago. And I think in an era like this, the educational process is always going to be subject to the tag of preprofessionalism, simply because that's what a significant fration of students are looking for, and looking for for good reason.

I think that for the question of preprofessionalism at Hamilton is not really a question of the educational process. I talked to a student this morning who was upset; who has no motivation because he doesn't know what he wants to do. And so he's doing very much poorer in his academic courses than I know he can, than he's shown already.

And I suspect part of it is because people keep asking him, "what are you going to do when you grow up, what are you going to major in?" He wants to have his life laid out for him. What I think that more students should recognize is that it doesn't matter if you don't decide until you're a senior — or until after you're a senior. All you need to do is to have a six-month plan, or a one-year plan, or at most a two-and-a-half- year plan. At least, you have to declare a major your sophomore year. Because you need to do that you have to have at least a two-and-a-half year plan, but after that, you can change your mind. In fact, changing your mind is one of the luxuries that many of us have. It may not be a bad thing.

Spectator: *So, would you say that Hamilton as a school is struggling to uphold the liberal arts ideal?*

Kinnel: I don't think it's been much of a struggle, I think Hamilton is probably doing all right with respect to upholding at least some aspects of the liberal arts ideal. I think that most advisors, one way or another, and most students one way or another, pay attention to the seven goals of the college — at least as they interpret them. And it's pretty clear that within the broad range of interpretation, most students — not all — graduate from Hamilton with a course of study that fulfills, more or less, these goals. One can always raise some questions as to whether a particular collection of courses taken by a student really inculcates the student with the breadth of education. So, this is the kind of discussion we need to have, is that we can go beyond that, and define a little bit more clearly what it is we all mean at Hamilton about a liberal arts education.

With respect to curriculum, I think that's one thing that we haven't done at Hamilton in a long time — we haven't said, "this is our curriculum, this is what we're aiming at, this is what we're trying to do for our students, and this is how we're going to do it." And that means that we have had a sense of drift. Ther's not a lot of focus . . . and I don't mean to mold everybody into the same package, but we should say that here is an institution that says, "this is what we stand for, and this is what we're trying to do." I think that could add a measure of excitement to this place — which we could use.

Spectator: *What about changes in the curriculum, for example, expanding it to include Afro-American studies?*

Kinnel: . . . The broader question is that changes that are coming bout in the world — namely that there is a globalization of communition — we now can dial direct to almost anywhere in the world; we probably pay too much attention to ourselves and not enough attention to, say South American, Japan, And China, which are incredibly important culturally and economically. There are too few people at Hamilton who understand and appreciate it. And I think our educational process needs to evolve — not change, but evolve — to reflect that.

Spectator: *What about winter term and the 4-1-4 calendar? Does that reflect any change in attitude?*

Kinnel: That's a sticky one, It's a sticky one because it's based on the notion that Hamilton will do away with the 4-1-4, and that's not clear to me. I think some change from winter term and the 4-1-4 is possible. It seems to me there is too ittle commitment to the winter term among a significant fraction of the Hill population, and I think because of that too large a number of people have had bad experiences during winter term, both faculty and students. A significant fraction of students have good experiences, and many faculty members report that they enjoy winter term. What happens is that the faculty is divided as to whether winter term is a good or bad thing.

Spectator: *So then, it does not reflect any general attitude towards education?*

Kinnel: Not really. I think it really reflects more the difficulty of the program.

We would like to credit Amy Biancolli and Lysbeth Achilles for their efforts in compiling these interviews

Hoopsters fail in bid for fifth

by Mike Lombardi

The drive for five sputtered, stalled and then died.

The Hamilton Continentals, trying to make it five consecutive ECAC Upstate Championships, were defeated by Fredonia State, 90-82, Saturday afternoon at Scott Field House.

Hamilton entered the game with a 19-7 record and a 58 game home winning streak against Division III opponents. Unknown Fredonia caused little pre-game panic. They should have.

"We may have taken them too lightly," commented senior foreward Mark Isaf. "Even when we got behind I think we all believed we'd win easily. All of a sudden we lost."

Fredonia jumped out to a 6-2 lead and, with the ball, went to a spread offense. Forced to come out of their patented 2-3 zone, Hamilton's man-to-man faired poorly against the quicker Blue Devils.

The visitors extended their lead to 16-6 on a Fred Thompson jumper, with 13:01 remaining in the half. The Blue then fought back to pull within 26-22, as Chris Reilley bur ied a corner jumper. Hamilton could not get closer than the four point deficit though, due to the hot shooting of Fredonia's Tom Coppelliti and Thompson. The Blue Devils patient offense and accurate shooting allowed them to take a 39-30 advantage into the lockerroom at halftime.

That's when the fun started.

As the teams left the court, Hamilton Coach Tom Murphy let the officials know what he thought of the job they were doing. After a string of expletives that would have embarrassed Eddie Murphy (no relation), the Blue mentor was slapped with a rare halftime technical.

The second half began with Fredonia's Coppiletti sinking the technical foul shots, and a subsequent Cappelletti jumper made it 43-30. The leaded reached 47-33 before Hamilton woke up.

Spurred on by a vocal fieldhouse crowd, the Blue used four points each from Cavanaugh, O'Shaungneshy, Kollath and Isaf to cut the spreat to 53-49. A 9-3 Blue Devil spurt made it 62-52 with 10:49 showing on the clock.

Once again the Continentals battled back, drawing within three, 77-74 on a Bill Geitner bucket with under three minutes left. Sadly for Hamilton, the game came down to five throws. To say Hamilton stunk from the line would be a gross understatement.

While Fredonia was canning 13-16 freebies down the stretch, and 32-46 overall, the Continentals shot a sorry 18 of 31 (51.8 percent) for the game, 16 of 26 in the second half.

"Foul shooting killed us," said Murphy bluntly.

While the foul shooting was feeble, fouls were also costly. Cavanaugh took his fifth foul to the bench with just 11 minutes remaining, and O'Shaugnessy, Isaf, and Kollath also exited prematurely. In a physical game, where one team looses three players to fouls while another squad looses only one - well you can draw your own conclusions.

Kollath led Hamilton with 25 points, although he could manage only 11-18 from the line. Kevin Hayden added 14 points (6 of 8 from the floor, 2 of 2 from the line) and six assists in the losing cause.

Fredonia was powered by its 6-7 center Chris Hughey who scored 22 points and earned the Most Valuable Player award for his effort. Cappelletti chipped in 20, followed by Joe Sorochin with 15, Thomson with 14 and Tyrone James with 11.

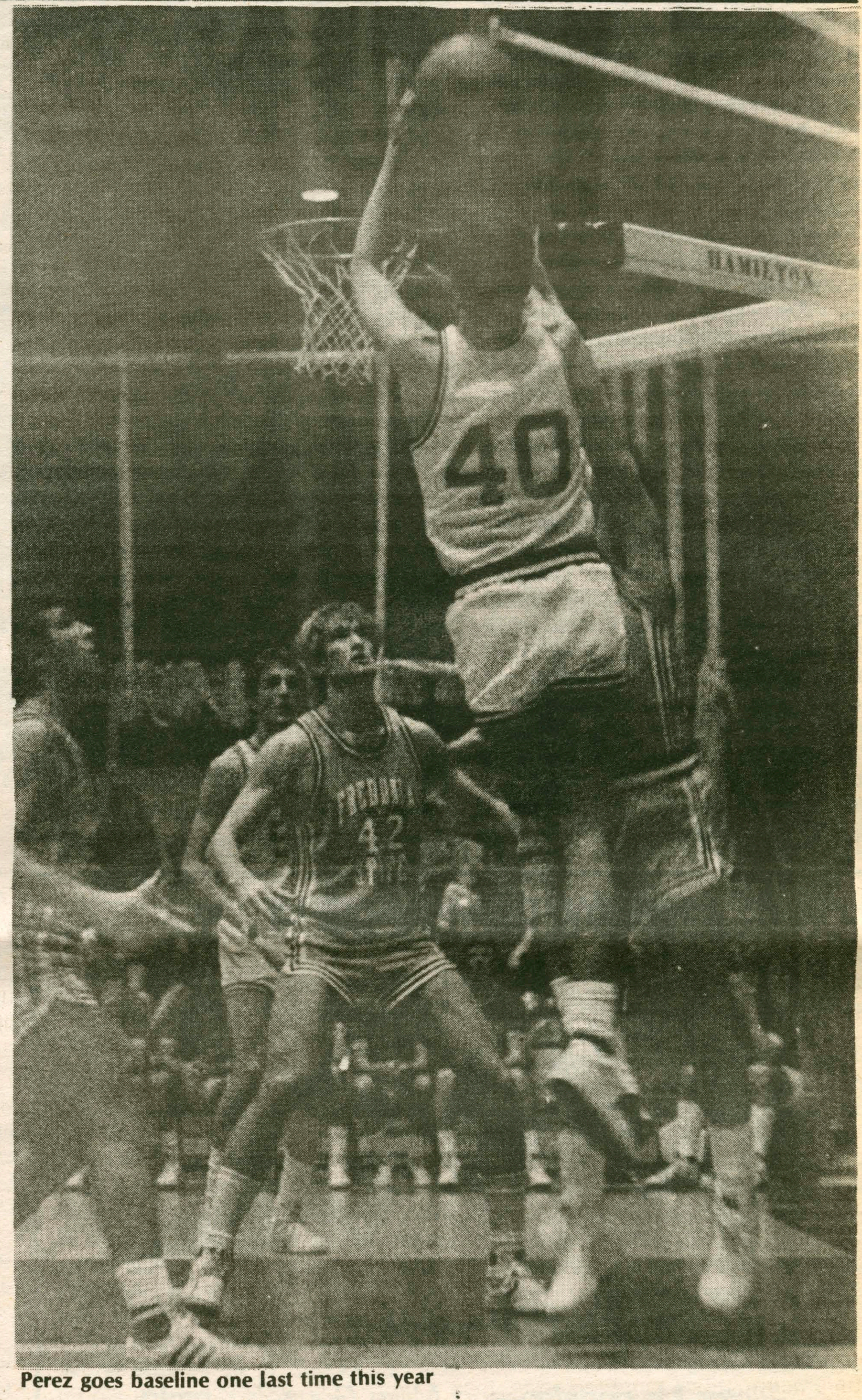
Although the season ended in defeat, no tears need be shed for the 1984-1985 Continentals.

"We had a good year" commented Kollath, "Of course it would have been nice to end with a victory but you have to give Fredoina credit. They played well."

With this season completed, Coach Murphy can look ahead to the 1985-1986 campaign.

"Losing the seniors will hurt, of course," noted Murphy. "But we have a lot of players coming back and I feel with some hard work, we should be O.K."

Next year's version will have to look at Izzy Perez for leadership. The 6-4 foreward averaged 13.2 points this year, and will have to take on much of the scoring and rebounding production that will graduate with Kollath.



photo/Monique Lui

Perez goes baseline one last time this year

Along with Perez, Hamilton will return much experience, principally in the form of Cavanaugh, Geitner, O'Shaugnessy, and Bud Pellechia, who played well in an extended run against Fredonia. Contributions will also be expected of Terry Connors, and high jumping frosh Brian Fairben.

Hula Hoops: Kollath led the team in scoring at 18.6 per game, and rebounding, snaring 10.6 per outing... Kollath and Hayden are the only players ever to participate in four ECAC championship games... Kollath ends up fourth on the Hamilton all-time rebounding lish (978) and seventh All-time in scoring (1297 points)... The Continentals set a team field goal shooting mark by hitting .512 of their attempts, beating the old record of .505 by the 1976-1977 Blue... Kollath was name All-East recently by the National Association of Basketball Coaches.

Post-season honors awarded

For the second consecutive year, Hamilton College center Larry Kollath has been named to the first Division III All-District Team by the National Association of Basketball Coaches.

Kollath, a6-5, 220 pound senior captain, is joined on the first unit by Chris Hughey of Fredonia State, Blaine Harris of St. Lawrence University, Jeff Van Gundy of Nazareth College, and Trenton Tate of Elmira College.

By virtue of receiving first ream All-East recognition, these five players will atuomatically be considered for the Division III All-America team.

Kollath, a thrid team All-American selection as a junior, led the 1985-85 Continentals to a 19-8 record (19-4 versus Division III opponents) and a second place finish in the ECAC Upstate NY Tournament. In addition, Kollath and fellow senior captain Kevin Hayden became the only playerrs to every participate in four ECAC Upstate NY Championship games.

The Camillus, NY native averaged 18.6 points and 10.6 rebounds per game, and wa twice tabbed to the ECAC Honor Roll. Over his four year varsity career, Kollath contributed 1297 points (seventh on Hamilton's All-Time list) and 978 rebounds (fourth All-Time), as Hamilton Head Coach Tom Murphy compiled an impressive 83-22 record (.791) over that span.

"Larry has been a great competitor and a great player for Hamilton," noted Murphy. "His skills and leadership will be tough to replace."

Kollath, a Mathematics major, is theson of Mr. and Mrs. D. Bruce Kollath of 114 Park Way, Camillus.

Hamilton College senior Michelle Eychner was recently named to participate in the fourth annual Senior All-Star game by the American Women's Hockey Coaches Association.

The All-Star game, to be played March 16 at Mathews Arena on the campus of Northeastern University in Boston, is comprised of the top 35 senior women ice hockey players in the East. Eychner, a smooth skating center, led coach Brad Johnson's (continued on page 22)

Baseball team optimistic

by Doug Schoemer

After last season's surprising 9-6 record, the best record by a Hamilton baseball squad in nearly eighty years, Coach Mike Davis' team have a tough act to follow. Davis is confident though, that his veteran team (13 varsity players return) can improve upon last season. Led by co-Captains Dominick Caruso '85 and Doug Welch, '85, the Continentals look strong offensively and defensively, but the pitching as of now is still a question mark. Says Davis: "Our whole season hinges on the performance of our pitching staff."

On offense, Hamilton loses two starters: Dave Bonzerato '84, a legend who needs no more description, and Rob Ricigliano '85, who will be busy as a Senior Fellow and all-around leader of his class. However, though Bonzo's big shoes (and ego) will be tough to fill, replacements for these two look sharp. Mike LoPresti '87 will move from his foxhole at third into rightfield, and second base will feature a battle between two fire-hydrants, Brian George '86 and Bernie Beck '87 (Is there something about the position that requires a 5'5", 190 lb physique?). LoPresti states his goals simply: "This year, I'm looking to raise my fielding average above my batting average." The rest of the infield is solid also, with Tom Arcuri '85 and Caruso at first, Charlie Knudson '87 and an eager newcomer, Richard Clarke '87 at short, and David Weiner '85 at third. Jeff Waters '88 looks to see some time at third, unless Weiner can return to his legendary Pompano Lakes slugging form. Catching is set, with Rich Strabley and Larry Frye '85 returning to tackle the delicate task of handling a pitching staff.

Pitching is rather shallow this season. Having lost Chris Soltis '85 to Calculus and Weiner (who handled spot duty last year) to an arm ailment that mires him at third base, there are only 5 legitimate pitchers. Newcomer Greg Robitaille '85, who claims to have abandoned the Rugby Club in order to travel to Maryland for Spring Break with the team, will be the replacement for Soltis, joining ace Caruso, Tim Kelleher '85, Chris Letta '87, and Kevin Gagan '86 in the rotation. A new pitcher needs to be found, and Davis is looking to Frye as a possible answer.

Caruso views his responsibility this year with typical maturity: "I know they'll be looking to me more this year, what with this rookie Robitaille still untested, and I'm up to it. I've been on a strict diet, have lost about 20 pounds (along with 2 feet off his fastball), and will be more of a pitcher this year, not just a thrower." Caruso has even added a knuckler, which he worked on all summer. He hopes this pitch will prolong his career, as it did for his idol, Jim Bouton. The ability of the staff to hold together under another schedule brimming with doubleheaders will determine the fate of this year's Continentals. Over Spring Break, the team will travel to Maryland and Pennsylvania for a six-games-in-six-days trip, which Davis will use to round his squad into order. The first regular-season game will be April 8th versus RPI here at Hamilton.

Extra Bases: Jimmy Korfanta '87 looks to repeat a banner season -- last year lead the team in runs, walks, and stolen bases...Caruso led the team with .357 average and 14 rbi's...Welch treats his role as Captain with customary respect: "If any of these guys have any problems, any at all, my door's always open -I'm here for them." Sounds suspiciously like Welch has been taking lessons from his idol -Steve Garvey...Can Weiner repeat last year's average of 2 outstanding fielding plays per game? "I used the IM Hoop season to get in shape for baseball -I'm ready to duplicate my fielding of last year, I pride myself on my glovework," says David, unusually humble...Good luck to the squad on their trip to Maryland -I guess that Florida St. and Miami University had already booked their schedules.

Year end awards

pucksters to an 8-8 record, notching a team-leading 18 goals and 9 assists. The 5-5 captain is a four year veteran who, incredible, did not don skates until she arrived at Hamilton.

"It is obvious that Mickey's improvement has been meteoric," noted Johnson. "To go from never having played hockey to the Senior All-Star game is a testament to her drive, desire and ability."

Eychner, a Rome, NY native, is also a four year letter winner in field hockey, played softball her first two years and lacrosse as a junior.

"Playing in this game will be a great experience," commented Eychner. "I only wish it wasn't my last game. next year's team should be very strong and I would love to be part of it."

Michelle is the daughter of Mr.s Gertrude J. Eychner of 704 Beech Street, Rome.

Rick Kuymeshi '88 who had a fine season figures prominently into Coach Phil Grady's future plans, was named the team's Rookie of the Year. Kuymeshi led the team in goals this past season with thirteen. Senior Captain Tom Duff, a four-year letter winner who finished second in the team in points scored with 22 (8 goals, 14 assists), was tabbed the Continentals' Most Valuable Players. Another senior, Time Whitehead, who was second in goals scored with eleven, gained the Sellers Award, given in recognition of sportsmanship and team leadership. Finally, Pete Menges '85, an assistant captain who collected eight goals and four assists this season was given the team's Unsuing Hero Award.

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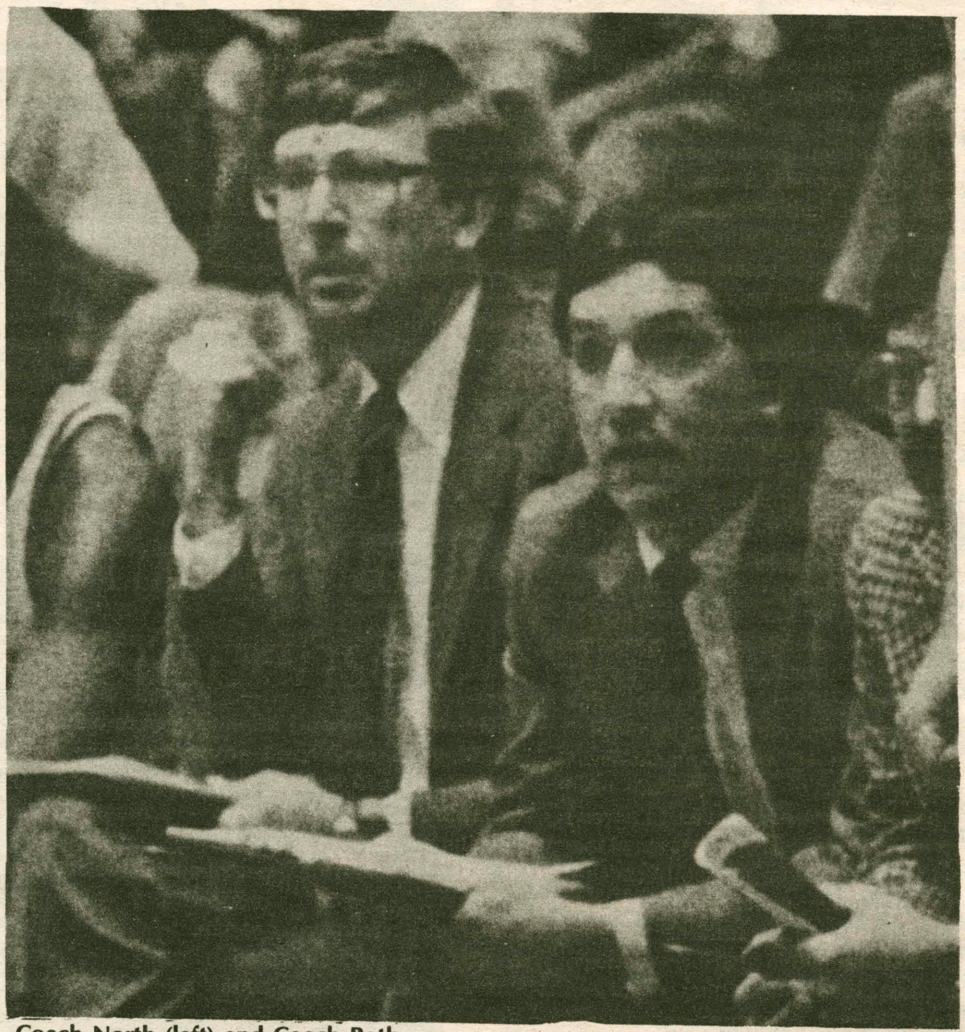
The Office of Communications and Development will be hiring students to work Reunion Weekend, Thursday, June 6 through Sunday, June 9 (2 weeks after graduation). Stick around for an exciting weekend of meeting alums and enjoying the campus at its absolute best — and earn money at the same time! Workers will be scheduled for 10-15 hours over the weekend and will receive free housing in Root Dorm.

You may sign up for one or both of the above openings; however, preference will be given to those who sign up for both. Sign up in the Dean of Students Office in Kirner Johnson by MONDAY, APRIL 15. Any questions? Call either Donna Savage, Assistant Dean of Student Housing at x7466 or Holly Kehoe, Assistant Director of Alumni Affairs at x4412.

Sportlight: Coaches North and Roth

by Brick Markusen

When one thinks of basketball at Hamilton, the image of head coach Tom Murphy immediately comes to mind. Rarely, though, are the assistant coaches mentioned, perhaps because many Hamilton students do not even know the coaches' names. However, assistants Bob North and Bob Roth are integral parts of the Continental bascetball program.



Coach North (left) and Coach Roth

Coach Roth is in his third season on the Hill, having spent time as both an assistant to the varsity, as well as coaching the junior varsity team. Roth has also had a great deal of prior coaching experience, instructing not only in basketball but in football and baseball as well. He has coached for a total of 8 years, both as an assistant and as a head coach, at Brockport High, Mohawk Valley Community College, and the Utica and Rome Free Academies.

Coach North began coaching basketball in 1965 at Brookfield Junior High School, and then went on to Morrisville High, where he became head coach of varsity basketball in 1968. He arrived on the Hill in 1973, and has been at Hamilton ever since, serving as an assistant to Murphy, while coaching the J.V. from 1973-78.

As assistants at Hamilton, each man takes on a great deal of responsibility in running the basketball program. Both Roth and North play a big role in recruiting high school players, scouting upcoming opponents, and running the team's practices, in addion to advising coach Murphy on strategies and game situations.

"An assistant generally does what the head coach wants him to do," explains North. "It depends on the head coach's ego, but fortunately, here, coach Murphy is secure enough to give the assistants a lot of responsibility. That's why I'm sure happy here."

"We're not here as figure heads," insists Roth. "Coach Murphy listens to us and makes us know we play an important role in running the team."

During practices, responsibilities between the 2 assistants are divided. Roth handles Hamilton's guards, running their drills and instructing them in the fundamentals of backcourt play. Meanwhile, North instructs the big men, the team's forwards and centers, breaking the game down into the fundamentals of regrounding, passing shooting and ball-handling.

"We play a more active role during practices," North explains. "Our job is to run the practice, while coach Murphy supervises and evaluates."

During actual games, North and Roth continue to perform an important function. North charts the offense and its proficiency, listing each possession for the team and its eventual result, whether it be a shot, foul, or turnover. As for Roth, he keeps a defensive chart for the team, noting how many times each particular defense (zone and man-to-man) is successful.

"What it adds up to," Roth points out, "is that six eyes are better than two, and three heads are better than one. With three people out there, you can see a lot more, and be able to pick out something that could be useful."

"It's up to the assistants to make suggestions," says North. "And then from that input and his own ideas, coach Murphy makes the final decision."

Both men are adamant in their support of Murphy, praising the man who heads one of the most successful Division III programs in the nation. Both Roth and North say that if they were in Murphy's position as head coach, they would run the team the same way he does.

"It wouldn't be any different," North contends. "I coached against Murph in high school, and we have very similar philosophies. We both believe in running the fast break, sharing the ball in a halfcourt offense, and applying pressure on defense. He's been pretty successful, and as someone once said, 'If it ain't broke, don't fix it.' "

Roth agrees wholeheartedly. "This is one of the top Division III basketball programs in the nation, just look at the winning percentages. It's pretty smooth sailing here right now, and I'd keep it 99 percent the same way!"

Both Roth and North have aspirations to become head coaches, yet each is happy with his role at Hamilton.

North explains: "If the right opportunity for head coaching came along, I'd consider it. But it would have to be at a Division III school with a high emphasis on academics like Hamilton. I turned down a job at a Division I school once, because I didn't want to go to a place where the priorities were out of order."

Meanwhile, Roth also has desires to go into head coaching, but maintains that he is extremely happy at Hamilton.

"Sure, I'd like to move on to a head coaching job. I don't want to stay here forever as an assistant, but at the same time, I won't move on just for the sake of moving. I like it here because we have such great kids, not just as basketball players, but as people. Wherever I would go, it would be hard to duplicate that."

While the Hamilton varsity program has been very successful, the junior varsity was disbanded this past season. As head coach of the J.V., Roth discusses the situation:

"J.V. has been disbanded at many other schools," Roth points out, "because it's such a tough thing to keep up. Many kids who are recruited out of high school expect to play varsity right away, when they really need a year of J.V. first. And since I'm a yeller and a screamer and can be pretty sarcastic, a lot of the players wonder if it's worth it. But one thing I have to say in my first two years of coaching J.V. here, we had 16 great kids who worked hard and stuck it through, even through the problems and the hassles. And I'm hoping we'll have a J.V. program next year, because it's important in feeding the varsity, and also in giving more kids a chance to play."

Despite any problems, coaches Roth and North view their roles as Hamilton Assistants as both vital and rewarding. And the emphasis in not primarily on winning, but rather on the develpment of the basketball player as a person.

"My first priority as a coach is as a teacher and an educator," North believes. "I'm not interested in just winning and losing, but I want to develop the whole person. I like to see the kids grow, change, and improve. Wins and losses are a very fleeting thing. But relationships you develop with these kids will stay with you forever."

Roth supports North's sentiment. "I know that as a coach, I'm a tough guy to play for, because I'm *very* demanding. But I'm that way only because I want these kids to be as good as they possibly can-not just as basketball players-but as people."

Women's lacrosse looks strong

by Chris Testa

The women's lacrosse team had one of its finest seasons in recent history last year. Under the tutelage of new Head Coach Phil Grady, the women expect another impressive performance this spring.

It will not be easy, however, for the team to duplicate last year's fifth place finish at the States. The squad lost two top players to graduation: attackers Jenny Strawbridge (co-Captain) and leading career goal-scorer Betsy Graham. In addition, three players are abroad this season -Lisa Regan, last year's top scorer, and defenders Alice Ganoe and Anne McClusky.

The team should be able to overcome these losses by combining new, incoming talent with a number of seasoned veterans (six four-year players). Leading the team on defense will be Sarah Feyerherm '86, Missy Stengel '87, and Ellen Kohler '86, a co-Captain for the past two years. An attack, Sue Anderson '87, Liz Crawford '87, and Doris Moeller '85 are expected to provide much of the team's offensive threat. Add several excellent first year players to these other players, and you have a team with a chance to qualify for the States again this year.

Although Grady is only in his first year as Head Coach (he was the Assisttant Coach under Coach Sue Spencer last year), he has been given much of the credit for the team's success. Senior Lili Hussey said, "I've seen the program develop over the last four years -we really have improved tremendously. The players, especially the older ones, are happy to have success like Coach Grady to drive them to become both physically and mentally prepared. His senior attitude and knowledge of lacrosse helped command respect from us and made us believe in what he said we could do. What he accomnplished last year has raised our hopes and aspirations, and increased our confidence this year. We look forward to a good year and hope to see a lot of spectators at our games."

Women LAX players hope to better last years solid record

Isaf anchors powerful men's lax

by **Brad Johnson**

The coming of spring usually means the advent of baseball season, or softball or tennis, but at Hamilton, spring brings an extra surprise. It's called Deathball, and it's played by the men's lacrosse team.

For those feeling an anti-climax after the basketball season, lacrosse will be the perfect remedy. Mens lax has continually been one of the most successful teams on campus, and the 1985 season promises more of the same.

Leading the sickos onto the field will be the senior tri-captains Mike Mardiney, Gordie Ferguson, and Mark Isaf. Three captains balances the leadership on the field, as Mardiney and Isaf are the two leading scorers while Ferguson directs the defense. Last year, Isaf scored 28 goals and assisted on seven while Mardiney provided 16 goals and 14 assists.

The Mike and Mark show will have to add a sidekick, however, as two powerful scoring threats have been lost this year: Bobby Howe (38 points) to graduation, and junior Phil Hills (29 points) to a serious knee injury that might keep him out for the whole season.

"It looks as though Phil will be out for the season," said coach von Schiller, "but we've got conflicting reports on the surgery, so he might be available to us near the end."

To make up for the loss, von Schiller will look for his upperclassmen to improve their already-impressive scoring punch. Bob Strandberg, Rich Sands, Mike Glass and Steve Theall all registered in the 'teens last year. Strandberg and Glass led the way with eighteen and thirteen goals respectively, while Sand added seventeen points and Theall spread out eight goals and five assists.

In addition to the experienced players, von Schiller has ten freshmen to choose from when filling out the lineup. Although the frosh will probably see limited time this year, they constitute the core of the next years, as eight seniors will be graduated, and there are only six sophomores and four juniors on the squad for this season.

Having already scrimmaged Colgate and Herkimer the lax men face their first test of the season at a warm-up tournament in Pennsylvania on March 22-23. The first weekend of spring break will be spent playing Westchester State and the Keystone Lacrosse Club, which should give the team a good feel of the turf after being inside all pre-season.

The regular season schedule is more lenient that in previous years, as RIT has been dropped in favor of Williams. Hamilton usually plays RIT at the end of the season, and in recent years, the slide rules have tainted many impressive records, even going so far as to ruin an undefeated season a few years back.

This year, Hamilton plays their first five games away before the home opener on April 22 against Oneonta. Four of the last five games will also be at home, against Hartwick, Oswego, Clarkson and Williams.

Captain Isaf regrets not having one last shot at RIT. "I'd like to play them again, but Hamilton can't compete with the scholarship schools. We'll just have to take it all out on Clarkson."

To the dismay of enforcers Jeff Sepanek and Martin Perkowski, a new rule has been added by the NCAA this year which might harness the Deathball legend. It states: "The *deliberate* use of the head, helmet, or face mask in bodychecking, known as 'head spearing'. Ruling: a full three minute, non-releasable, penalty will be assessed."

Of course, "an unintentional" head spearing is only a one minute non-releasable penalty.

Mardiney, Ferguson, and Isaf will be leading the boys on in some unintentional Deathball this spring. Don't miss the action.

Youngsters will rely on leadership of Seniors like Mark Isat

How to drive when you're drunk.

1) "Two cups of black coffee sobers me up." Wrong. Coffee - be it black, strong or straight out of the can - can't rid your system of alcohol. It just makes you a very nervous drunk.

2) "Once I roll down the window, I'm okay." More myth. No amount of fresh, chilly air can keep an inebriate from being inebriated. So you gain nothing by rolling down a win dow, turning on the air conditioner or living in Alaska.

3) "I'm bigger. I can handle my liquor better." Big people don't necessarily make better lovers, better backgammon players - or better drinkers. Fact is, after three to five drinks, most everyone under eight feet is legally drunk.

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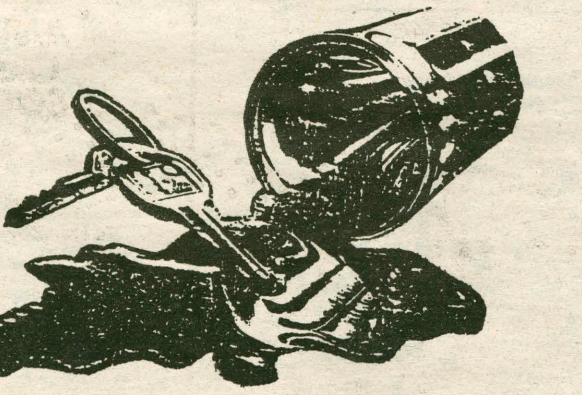

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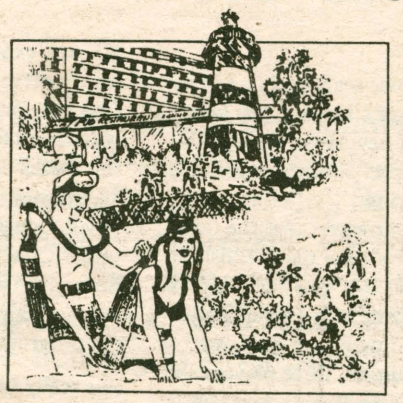

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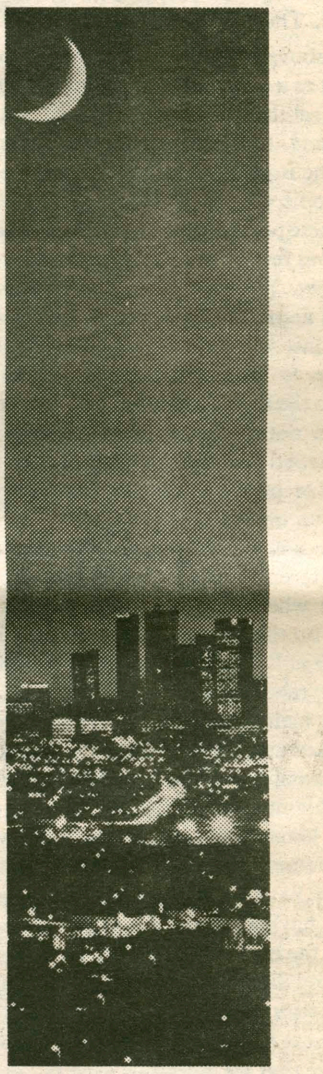

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Letters

Bartenders demand respect

To the Editor:

It's a Monday night, generally a busy night at the Pub. As usual, the Pub is having a "Canadian Beer Night." It' about eleven thirty and the place is packed. There are broken bottles and glasses everywhere, and behind the bar are three tired bartenders. A young, overly confident person walks up to the bartender, "Hey babe, over here." The bartender turns around and asks the young man if she can help him. He replies, "Get me two Moslons, and hurry it up. You've been a little slow tonight." The bartender reaches under the bar, pulls out the shotgun which is always kept there, and blows the guy's brains out. The young man is carted by the manager on duty and things return to normal. The Bristol Pub: 1999.

The above story was written not as a comedy but as a commentary; a commentary on how I feel the bartenders at the Bristol Pub are treated. There are no shotguns behind the bar at the Bristol Pub now, but there are people; people who go to class with you every day. These people are trying to do a job *every night* that few people could last at more that *one night*. The business at the Pub has increased approx. 100 percent over the same period last year. Bristol does not have the facilities to meet this increase. When you come to the Pub, remember this, and realize that it is not the bartenders fault that there is no bottled beer left, and there are no more glasses or pitchers. Do not take out your hostilities on them.

I also ask you to realize that the Pub is "no different" than any other bar. It is not a place where you can brake bottles and glasses on the reasoning that, "Hey, this is the college." The Pub's breakage is reflected in our prices. The price-hike this semester was due mainly to breakage. With half a case of glasses and approximately two cases of bottles missing *every night*, glass has become the Pub's main cost.

This letter does not apply to the whole College community. Many students come to the Pub, have a good time, and leave; no incidents having occurred and maybe even a **TIP** on the bar. Unfortunately, as with many groups on this campus, it is the *vocal minority* that rises over all the others.

The next time you come to the Pub, try to realize that we work too hard for too little money. We may not be the quickest bartenders, but eventually everybody will get served, even you!

Sam Welch
Pub Manager

What do you think?

Dear College Editor:

As a part-time PhD student myself and father of both a college senior and a freshman, I think I have some appreciation of the interests and needs of students.

Clearly, today's students are not only interested in cars, but almost all of them, men and women, either already have a car or are going to have to acquire one soon after graduation.

Yet I am aware of very little automotive coverage by the college press. We at Ford have worked with some college papers in the Southeast on road-test evaluations of new models, which were enthusiastically supported on those campuses. I'd like to suggest that your paper regularly cover automotive subjects -- perhaps as often as a weekly column, which could include such matters as routine car care, how-to-shop, how to finance, resolving student problems with cars, and reporting on automotive news. Ford receives a great deal of mail from students on these subjects, as well as many requests for assistance on class assignments.

Becuase I believe your readers *are* interested, we're going to send you a Ford news release from time to time. And if we can assist you in any automotive coverage, please do not hesitate to call. My number is 313-446-4914.

Sincerely
Michael W.R. Davis
Marketing Projects Manager

Thanks from WHCL

To the Editor,

The staff of WHCL should like to thank the brothers of Alpha Delta Phi, the Department of Theatre and Dance, Brooks Donnelly and David Maslow for their help during the recent power failure in Minor Theatre. Thanks once again.

Sincerely
Mark Pisani
General Manager

Alum defends yearbook

To the Editor:

Recently, a very considerate friend brought to my attention two letters that had appeared in the *Spectator*, in which conspicuous mention had been made of me. They referred to a particular pare in the 1984 Yearbook which could be considered, to say the least, controversial.

As an alumnus, I do not wish to inject myself into arguments and troubles which I happily left behind. However, having read the two letters in question, I do feel the need to clarify, though certainly not justify, the intent of the said section of the Yearbook regarding Fraternities and the Sorority on the Hill.

Let me begin by thanking Mike Lentini '85 for his articulate, balanced and intelligent defense of my name and position in my absence. I am forced to add, however, that while his interpretation is certainly not wrong, it does in a way miss the actual point. When the section of Greek organizations (as Mr. Lentini so diplomatically refers to them) was written, it was with tongue firmly planted in cheek. While we (the section was written not by me alone, but by five men in committee) believed fully in all the positive thing written about the Greek system at Hamilton, later comments on the "healthful diversity" smacked of sarcasm.

This brings to mind Miss St. Clair's libelous critique. The point of the section in question was to bring attention to the fact that in the Editors' opinion, and despite ample talk about "Community Values", open-mindedness does not exist at Hamilton. I think that the St. Clair letter clearly exhibits this point. I, as a conservative, male fraternity member (and, horror of horrors, a former president) do not have a right to voice my opinions equal to the right of Miss St. Clair to voice hers. I am inherently closed-minded and wrong because I do not believe in the liberal views of what has always been termed "the other side of Campus". My advice, Miss St. Clair, is think again.

I am certainly not a liberal, but I am a libertarian. I deny no one a right to voice his/her opinions. In fact, I believe firmly that it is the duty of every intelligent individual to speak out and work for those closely held beliefs which make us human. No one should be denied that right. Why does Miss St. Clair seek to deny mine.?

During my four years at Hamilton, I was constantly subjected to left-wing opinionating in multiple campus fora. Never did I hear that such pontificating was inappropriate. Also, I would refer Miss St. Clair to Yearbooks of prior years (particularly 1980) where the feminist idealogy of former Kirkland women were clearly evident. Is not what is good for the goose good for the gander?

The fact remains that what is needed at Hamilton is less use of the meaningless terms open- and closed-minded. These words have been beaten to death. What we truly need is less extremism and attempts to create an intellectual homegenity, and more real effort to find a middle ground where all positions and opinions are respected, regardless of their place on the political/social spectrum.

This is the intent of the section on Fraternities and the Soriety, i.e., that while many think they are open-minded at Hamilton, few really are. I believe that Miss St. Clair has given a better example of this point than I ever could. I did not malign her, but she saw fit to do so to me. This is what is inappropriate.

I had a great time at Hamilton by being able to have fun, laugh at the ridiculousness of human nature, by finding the humor in daily life, and never taking anything too seriously. This is the message of the section on Fraternities, and indeed the entire Yearbook. It seems that it was lost on Miss St. Clair. Perhaps it is time that all Hamilton students take a step back and get a fresh perpective on life on the Hill. It will do a world of good.

Sincerely
Mark G. Russoniello '84

What's my line?

To the Editor:
Is Ed Lyon *really* Frank Bifulco?

Just Curious
Rick Murray '85

S.A. Member Speaks up

To the Editor,

As a member of the Student Assembly Executive Board, I feel it necessary to clarify some dangerously erroneous remarks you make in the editorial, "A Mandate For A Moral Decison?"

First, the Student Assembly, as a popularly elected body, *is* charged with the responsibility of deciphering and acting on the interests of the student community.

Second,the Student Assembly *is* charged with making "decisions on major campus issues." It displays a surprising level of ignorance on your part by not recognizing the Assembly's responsibility to make major funding decisions (Program Board, Root-Jessup, SK and Fine Films, etc...), to work with the Administration on major policy issues (e.g. the recent J-Board and Honor Court revisions), and to hold elections on referendums. Facilitating community "dialogue and discussion" is part of our role, but the Student Assembly cannot ignore its responsibility to *act*.

Third, the Student Assembly did *not* make a "moral decision." We did make a policy decision. Issues of censorship, especially in regard to what some may consider pornography, are made by community precedent (as determined by the Supreme Court). The incident in Delta-Phi last year, in response to which a petition with several hundred names was filed in the Dean's office to protest the private showing of an X-rated film,set a community precedent we could not ignore. Extrapolating from the reaction to the single, private incident in Delta-Phi to the reaction from showing an X-Rated film 8 times in a weekend, in a public place, with public invitation at attend, and funded with public monies, provides the ominous precedent which served as the rationale for our decision. Thus, the Board did not decide to cancel funds for "The Dirty Duck" out of moral displeasure or a proclivity for censorship, but out of a need to live up to our responsibilities as a student elected organizaton.

As a personal note, I do not feel that censorship has much of a place on a college campus and feel "The Dirty Duck" was made an unfair example of the dangers involved when a vocal minority make decisions for the majority of the campus. If there is a lesson to be learned it is not that the Student Assembly is over-stepping its bounds, rather it is that ALL of us need to address the past issue of censorship in a more responsible and democratic fashion than it has been in the past.

Robert Ricigliano
President of the Senior Class

Health Center necessities

I think I can safely assume that everyone was aware of the power failure that began late last Friday night. For most people the biggest inconveniences were not being able to use a blow dryer, not being able to listen to their favorite records, and not being able to read their digital clock so they could make it to the next party on time. If these were the worst of your problems then you had it easy! I got kicked out of the health center!

At midnight on Saturday March 9th I had to leave the health center with Ann Adler, an Emergency Medical Technician, and with a fever of 100 degrees because there was no heat or light. I had to return to my dorm since power had been restored there, as it had been in all the buildings except for the health center. After the nurse on duty asked Security for some emergency supplies such as batteries and flashlights she was told that there were absolutely no extras of these supplies. The lack of an emergency heating and lighting system created extremely poor working conditions which made it impossible for the health center to remain open.

I am very grateful to Mary Anne Rey, who was the nurse on duty, and the fine EMT staff for their excellent care. I am also grateful that no one was extremely ill or seriously injured that night, for it would have been these people who would have been truly inconvenienced.

Perhaps it might not be such a bad idea to install an emergency generator in the health center. After all, every dormitory is provided with emergency power; doesn't it make sense that the health center should be too?

Sincerely,
Ann Marie Kennedy

Letters must be received no later than 5 pm the Monday before publication. All letters must be signed, typewritten, doublespaced and not exceeding 300 words. The Spectator does not guarantee that all letters will be printed. Names will be witheld from signed letters upon request. No anonymous letters will be printed.

A realistic look at alcohol

Tara Avruskin

Take a good look at the contemporary social scene at Hamilton. Do you like what you see? When you close that text and shelve your notebooks for the night, what's the next thing on your mind? Only you can answer that for yourself, but too often the way to relax is to reach into the fridge and pull out a beer or open up another bottle of wine.

The large role that alcohol plays on this campus, and for that matter, our entire society, should be a source of concern for all of us. Drinking parties comprise most of student social life (take for exmample Houseparty Weekends), beer trucks roam the campus, and even the college encôurages drinking by providing free alcohol on Class and Charter Day and at other social functions. Yet we are faced with the inevitable institution of the 21-drinking age law within the next year or two. Just imagine what a tremendous effect this law will have on the Hamilton community. The entire campus, save the few of us that may be protected temporarily by a grandfather clause and the thirteen percent of us who will be "legal", will have to go "dry". The Pub will close its doors, keg and Around the World parties will go underground, and the Rok will be under close police scrutiny. How are we, as a college community, going to cope with such drastic changes in our social habits?

Since alcohol dominates so much of our social life on campus, alternatives to our present social system *must* be found. We've got to make an effort to examine just how large a role alcohol plays in each of our social lives, the reasons why we drink, and whether drinking is really as necessary as it seems to be here.

An important point to consider is that we, as students, lack direction from the "top". We receive conflicting signals; on the one hand, we are warned not to indulge in drinking because it is harmful and socially destructive, and on the other hand, we can get all the alcohol we want on Class and Charter Day, during Senior Week, and at music and art receptions. While working with the Alcohol and Substance Abuse Committee, other members of the group and I repeatedly expressed concern about this apparent lack of direction, this confusion about Hamilton expectations from its students, this lack of purpose, responsibility, and maturity about what students should expect from other and from themselves. It is described in the recently released report by the Alcohol and Substance Abuse Committee as a "lack of pride in the institution itself", a feeling that perhaps the college no longer appreciates its raison d'etre, or fails to articulate its expectations of students clearly or meaningfully. We all need to know that we're here for a purpose, and that our presence means something to those at the "top".

We need changes in our community that may generate a sense of pride and direction in students, that would reduce the students' need, and perhaps everyone's need, to depend solely on drinking or any other kind of substance use for valuable and meaningful interaction. A goal such as this may seem intangible, but if the student population could be given *concrete* alternatives to the social, moral, and physical environment we have now, perhaps an atmosphere of responsibility and pride in the college and in each other will be allowed to develop.

One of the most important changes this campus needs is the establishment of a permanent late-night cafe, combining dance, food, and innovative entertainment. Consider the Pub, for example. The Pub is intended as a night spot where students can get together, enjoy a few drinks, and one another's company. However, the present arrangement of partitioned walls and carefully placed tables and chairs creates a strikingly dull and institutionalized environment. The place has no atmosphere; it merely encourages crowding, shouting, and conditions on which there is nothing to do but stand around and drink. Now suppose tha partitions were removed, the walls were expanded to include tha surrounding terraces, a stage and dance area was installed, and a few tables and chairs were replaced by couches and pillows. With the provision of late-night food services and live entertainment, we would have ourselves an enormously attractive and elegant night spot, a place where drinking could be neatly combined with other social options.

However, it is not only up to the administration to create changes in our present social structure; it is also our own responsibility to make those changes work. For example, very inventive social alternatives have been initiated recently by student organizers of the Beat Cafe: these types of events not only off-set the need for drinking parties, but also tap creative energies that have been dormant for too long within the student and faculty body.

We must also focus our attention on incoming freshmen. The social habits we form are very often learned during those first few months as a first-year student, when decisions about how to interact with others are hastily made and strongly influenced by sudden parental freedom. For these reasons, information about alcohol and drug use, as well as other relevant issues, should be emphasized in a specially-designed orientation program focusing on personal development and decision-making. Upper-class students can help to reinforce the values stressed in such a program by serving more as role models, rather than "devils advocates", in their social habits.

The point I wish to make, and one which is crucial pending New York State's expected passage of the 21-drinking age law, is that we do *not* need to be so dependent on alcohol or any other substance for valuable and satisfying social lives. Our present social structure, lacking in creativity, community pride, and attractive alternatives to the "Beer and Tunes" parties offered now, needs changes. So let's see some innovative attempts to dispel the overwhelming power that alcohol exerts in this community. It's up to all of us— students, faculty, and administration. the solution is *not* to ban alcohol altogether, but to reduce its influence, and to create social alternatives which allow us to meet, talk, dance, and relax without having to resort to that glass of wine or pitcher of beer.

Censorship and Hamilton

Matthew L. Richardson

During recent weeks I have been reminded of Mr. Lincoln's ass. This reflection results from the circumstances surrounding the confrontation of our Student Assembly and our Foreign and Fine Film Society. As a member of our community the events have given me considerable concern. On the surface the issues involve money, morality and action. However, fundamentally involved are serious questions concerning our being the community we are. I have tried to follow the events of this matter since it first arose. During this time I have spoken with the major participants in the affair. I now address the questions which still remain, questions requiring thoughtful answers.

My initial concern was for the effective censorship of a film by the Assembly. Though the incident first appeared ludicrous because of the film involved, it became evident that the implications of the action would be far more significant. Originally the topic was refered to as a "matter of fiscal responsibility" or a "money matter." This is Abraham Lincoln's ass. An ass is a quadrupedal beast of burden. However, if I were to call the ass's tail a leg, then how many legs would the ass have? The ass still has only four legs for calling its tail a leg does not make it one. Identifying the Assembly action as anything other than fundementally one of censorship is to mistake the tail for a leg. The greatest danger would be to believe that a tail can be a leg.

The Executive Committees action best fits beneath the rubrik of *de facto* censorship. have been tendered as justifications for the vote. There is nothing inherently wrong in establishing well-defined, rational community standards, the Honor Code is a prime example of this.

The question of late is whether or not an appropriate community standard has been set, if established at all. Certainly actions have been taken that would suggest the existence of such a standard. But this does not prove existence. The vote was cast because the film contained objectionable language. Yet nobody I have talked with has been able to tell me exactly what is objectionable within the film. The reason is simple: they have not seen the film, only one person had. This is not the basis for a well-defined standard. A community standard must not be established in ignorance. If we accept the restrictions of *Dirty Duck* as the establishment of community standards, we accept a scale based on ignorance and fear of facing the potentially distasteful and possessing arbitrary units of judgement. Moral standards must be established with *informed* care. The day has passed when this was not the case.

In earnest censorship would make life an easier and more pleasureable prospect. With censorship the decisions of life are lessened; there is no need to decide what to see, what to hear, or what to read, no need to decide who to believe, or what to think, no need to accept the responsibility of being a thinking and educated individual. The "objectionable elements" of society can be excised, there would be no conflict or debate, no disagreement or repugnance. Life would be easier. Unless you believed something else.

In short, censorship is contrary to the very foundation of our existence as a community pursuing higher education, greater wisdom into our own existence, an understanding of our world. If we wish to remain dedicated to this ideal of the cultivation of the individual mind then we must force ourselves The Assembly has not banned the screening of *Dirty Duck* on campus. They have only used the budgetary purse strings to prevent effectively the film society from presenting the movie. But, in this instance de facto censorship is potentially harmful for it evades somwhat the truth of the matter. One should assume that if a governing organization were to establish a review and censorship policy, the governing body must adopt legitimate criteria for evaluating materials. De facto censorship, as stated here, does not necessarily require such justifying guidelines.

One should not assume that I deny the Assembly's official right to proceed as it did. The Assembly is given responsibility for their budget and has jurisdiction over subordinate organizations. This is not under serious question. The more vital question refers to the appropriateness of the action and whether the action has significantly overstepped the trust which they have been religated. Community standards and moral responsibility not to restrict our inquiry. There are many things in this world which are distasteful. There are many things which we would perhaps be better off without (such as human exploitation, racism, or pornography and bigotry). However, if we are to understand ourselves and effect desireable change in the state of human affairs we must not shy away from the possibly offensive. As students we must not accept our plight of being offended. We need not accept everything which passes before us. But we must question it and examine its existence. Censorship in *this* community would restrict such development.

The action of the Assembly in the matter of *Dirty Duck* as well as the proposal for a language policy is a severe compromise of this ideal. We may never understand how to cultivate ourselves (as in cultured) or our society if we do not first understand what is in the manure pile.

A real alternative to divestiture

Tom Marshall

I read last week's Op-Eds by Ed Lyon and Bruce Rowe, which addressed the question of South African divestiture, with decidedly mixed feelings. On the one hand, I was happy to see that Hamilton is catching up to its Ivy League counterparts, which began debating the subject in the '60s. Better late than never. I was prodded into writing, however, because I don't think either person adequately presented an acceptable alternative to either going whole-hog and divesting, or ignoring the problem. And there is an alternative.

Any attempt to improve conditions in South Africa must be viewed in terms of its potential effectiveness. What can we do, alone or with others, to maximize peaceful change? I am joined by many in believing that divestiture or disinvestment will not improve the situation, and would probably worsen it. *Thousands* of blacks would lose their jobs. Hardly peaceful change. And even if tiny Hamilton College could get the ball rolling and induce wholesale U.S. disinvestment, what then? Our power to influence events would stand on a rough par with an ambassador recalled to Washington, which is to say not much. Finally, Pretoria has shown us on more than one occasion that it will bear almost infinite pain--take the 1977 arms embargo for a recent example--before it will bend to our will. South Africa is tremendously well insulated and largely self-sufficient *as a result* of confrontational tactics, and so it is not likely to do somersaults if we divest or collectively disinvest.

So what can we do? Bruce Rowe suggested that we "divert our investments from Bristol Meyers and IBM to Polaroid or some of the 150 of the 'Fortune 500' which choose not

Op-Ed

Divestiture looked at

to invest in South Africa." Just for fun, let's take a closer look at Polaroid.

In 1970 a group of Polaroid workers led a boycott against their own company, in response to Polaroid's involvement in South Africa. They were especially incensed because Polaroid products were being used for the infamous pass cards, without which blacks are subject to immediate and indefinite imprisonment.

Polaroid eventually responded with a fairly revolutionary program to improve salaries and benefits, education, training, and general workplace conditions for its black South African employees. Their intention was to eliminate, to the extent that they could apartheid on the job. They stated their philosophy at the time through their national advertising (in itself a courageous move): "How can we presume to concern ourselves with the problems of another country? Whatever the practices are elsewhere, South Africa alone articulates a policy ontrary to everything we feel our company stands for. We cannot participate passively in such a political system. Nor can we ignore it. That is why we have undertaken this experimental program." (White, "The Black American Constituency for Southern Africa, 1940-1980," from Hero, *The American People and South Africa.*) Polaroid also stopped selling pass card materials in the country.

Fifteen years later we have the Sullivan Principles, a code of business conduct similar to that of Polaroid. The Principles have met with concrete, demonstrable success in many cases. They can and have improved the day-to-day life of blacks in South Africa, and if they were widely observed they could roll over certain aspects of apartheid. Their founder, the Rev. Leon Sullivan, originally *opposed* the Polaroid program; he, like Bruce Rowe, supported whole-hog disinvestment. I hope that Bruce, and others like him, can join Sullivan in changing their minds.

So once again, what can we do as snowbound stockholders? We can assert ourselves *within* our companies. We can pressure the management of our companies to adopt the Sullivan Principles and adhere to them, and-*then*threaten to divest if they balk. We can sponsor shareholder resolutions, create publicity, and effect genuine change within these companies, and by extension, within South Africa.

Or, we can divest and put our money into Polaroid. they're not in South Africa any more, by the way. There were too many people bellowing for disinvestment and too few willing to work within the system. Polaroid simply couldn't afford to keep fighting their critics. I hope times have changed.

Freedom of Expression: How not to limit it

Robert L. Simon

The Student Assembly's refusal to provide funding for the film "Dirty Duck" and the ensuing discussion in *The Spectator* raise questions about the status of freedom of expression at Hamilton College. While there may have been merit to the contention that Hamilton College has no obligation to sponsor the showing of "hard" pornography, the defenders of the Assembly's action go far beyond such a modest claim.

Particularly revealing is the acknowledgment by Assembly members Smith and Driscoll that their decision was motivated by concern about the angry reaction that would have been generated if the film had been shown. Surely members of the Assembly realize that any controversial statement will generate anger in those who oppose it. The whole point of freedom of expression is to protect even a minority from the anger of a majority who don't like what the minority wants to hear or see. Is the Assembly committed to a policy which would keep all material offensive to someone off campus? Or is it only material that will offend the more powerful or more vocal pressure groups that would be excluded? Unless we are willing to limit what may be presented at Hamilton to the innocuous, we shouldn't count the possibility of protest as a ground for restricting what may be expressed.

Other defenders of the Assembly's action argue that a film is different from a lecture, since a lecturer, unlike a film, can always be questioned and engaged in discussion. This proposed double standard implies that plays, movies and art exhibits have less protection under the canons of freedom of expression than overt speech. Not only have courts consistently rejected such a view, it is easy to see why they do. Sometimes such indirect speech, because of its emotional impact, is far more effective at communicating ideas than a formal lecture. To prohibit such expression not only seriously restricts an artist's freedom to communicate, but also prevents the rest of us from making up our mind about whether what is communicated is worth our attention. Finally, it puts those perspectives best communicated through artistic expression at a severe disadvantage in the open market place of ideas. Restriction of full freedom of expression to formal lectures with open question and answer sessions, is to limit it in a way that no academic community should tolerate.

The appeal to "community standards" also is difficult to understand in this context. The Supreme Court has acknowledged that community standards can form *part* of a justification for censorship of pornography, but the Court nowhere implied that community standards are the whole story. The reasons for this are again easy to see. First, in many cases, it is extremely difficult to judge what are the community's standards. Indeed, in a diverse community like Hamilton, it is doubtful if there is one common set of community standards. In such cases, both the courts and common sense warn us against taking too seriously the attempt to equate one person's or one group's standards with those of the community as a whole. Second, and more important, the appeal to community standards, assuming we could determine what they are, applies only if the work in question has no redeeming intellectual or artistic content. Otherwise, we would be giving he community the right to restrict our access to whatever it didn't like, regardless of the artistic or intellectual merit of the material the community finds offensive.

Arguably, "Dirty Duck" may be hard core pornography which lacks any redeeming value. Unfortunately, neither the Assemby, virtually all the members of which had not seen the film nor Jan Lindenthal who does not discuss the film at all, offer any evidence for such a conclusion.

The justification for having a college community in the first place surely lies in the free exchange of ideas. Of all places, a college has a special obligation to allow the widest possible freedom of expression. Of necessity, this means allowing, and sometimes even encouraging, the expression of ideas which many in the college community will find offensive and immoral.

These arguments do not imply that there may be absolutely no limits on expression. For example, perhaps no College organization should be permitted to sponsor the showing of hard core pornography with no redeeming artistic or intellectual value. However, neither the Assembly nor its defenders has provided evidence that "Dirty Duck" falls in such a category. Neither the College nor the Assembly has in place a reasonable procedure to assess such evidence even if it had been provided.

If there are defensible limits College organizations may set on expression, an issue which needs further examination, such limits need to be carefully and narrowly drawn. Unfortunately, the principles cited by defenders of the Assembly action, if applied consistently throughout the College, would seriously compromise freedom of expression here and undermine our claim to be a serious academic institution.

The war of intellectual institutions

Meg Gates, Chris Hayes, and Ed Lyon

In retrospect, what became known as the "Great Hamilton Merger War" began so innocently—merely a way to fund the crowded Government department. The consequences, however, were to alter forever the institution of higher education in America, and to destroy Hamilton as we know it.

It all started with an attempt by the Government Department's untenured "Young Turks"—Deborah Gerner, Art Sanders, and Michael Mastanduno—to get more money. They argued that, as the most popular department, with the most majors, they were entitled to more funding, to hire more professors. Even *they* were surprised by the result of their plea when, in a highly controversial decision, the trustees decided that in the future all department funding would be based solely on the number of majors.

The implications of this were immediately obvious. The larger departments, government, economics, history, and English, took the new measure calmly, confident that they would retain their size and therefore their funding. The smaller departments, however, were not pleased. The speech department, with no majors, wasn't psyched at all, but even their persuasive rhetoric could not convince the trustees to change their minds. As the 1985-86 academic year began, everyone waited to see what would happen.

They didn't have long to wait. The first obvious change was seen in the curricular changes. To make majors more attractive, courses like Orgo, Scopes, and Methods, and Vert Org were replaced by Orgo and Man, Sado-Masochism, and Fun with Kittens.

The real fun began Fall Houseparties Weekend. In a brilliant tactical move, the Comp Lit department, led by Carol Ruprecht, "acquired" Anthropology, Women's Studies, and Geo, thereby tripling their number of majors, and consequently their funding. What became known as the "Comp Lit Blitzkrieg" set a pattern for the rest of the year. The Music department was the first to follow suit, annexing the history department and offering attractive tenure bids to Professors Mastanduno, Gerner, and Paulson. The Art department tore itself apart trying to decide whether to take over Religion or Sociology, but when the smoke cleared they found themselves part of the expanding Theater department. The Philosophy department held only meetings to discuss what their role would be in the new community. Their discussions ended one night when Jeffery Eaton informed them that they were now a branch of the religion department. Considering the circumstances, the Trustees eliminated the Speech requirement and Professors Wright and Somer were seen burning the midnight oil in the Career Center. At the same time, Government and Economics formed an alliance based on mutual protection, and the History department converted Root Hall into condos and sold them to Yuppies.

Computer Science realized the potenial power they had. At first they considered altering faculty pay checks, but then they hit upon the perfect scheme. When spring schedules came out, hundreds of students were amazed to find that they were enrolled in computers 141. It was soon discovered that drop slips filed with the registrar's office failed to affect schedules. Panic spread until students realized that computers controlled their grades as well, and so began to make deals with Frank Price. In a bold move the Computer Department destroyed the Government/Economics/History megadepartment by erasing their files. In a single night an unknown, ambitious Professor wiped out the records of half the faculty . . . and they ceased to exist.

Soon there was nothing left but Computers, headquartered in the library, and Comp Lit, supposedly based in KJ, but actually holed up in the Babbitt faculty apartment. The departments were prepared to do battle to the death over College Hill Road, and a daring raid by Comp Lit Professor Paquette had already succeeded in outflanking the Computer Department's hold on Griffin Road, when word came from President Carovano—Williams was making a move to acquire Hamilton itself. Inter-departmental fighting ceased at once and the Great War of "Elite Intellectual Institutions" was begun.

Territory became an issue. Biology and Physics fought fiercely over the science building. Phil Pearle, who had replaced his perenially intimidating "How to Build a Computer and Use It" with the new, very popular "How to Build a Nuclear Weapon and Use It" won easily. The two departments were then able to conquer the Chemistry department, and thus controlled more territory than anyone else.

Other, non-academic groups tried to get in on the money by setting up thier own majors. The only one which succeeded was ARA with the new Pub major—three classes a week, lab, and a Friday afternoon discussion section.

Senior faculty viewed these developments with dismay. One of their chief complaints was that, already tenured, they had been left out of the bidding war for the younger professors. Taking their cue from the major leagues, many of them set themselves up as free agents. Predictably, the first to do so was Economics Professor Bradfield, who soon found himself with a lucrative contract, a helicopter, and an apartment in New York City's posh Trump Tower to fly it to. Others soon followed suit.

Things got really nasty when someone in

A ticket to controversy

Spencer Finch

I received a letter (registered) from home yesterday with a bill from Hamilton College for $56.85 (I didn't think they made 'em that small!) and a note from Mom saying, "I don't *think* I'm going to pay this" and some snide suggestions on how I might make the money to pay it off. The bill was neatly itemized and broken down into two categories:$6.85 for fall demo charges (demo, like other aggressive sports, apparently has seasons) and $50 worth of parking fines. Yes, parking fines. You've heard the talk about $13,000 only covering part of our education; well here is where the rest comes from.

The demo bill was easy to accept. $6.85 is a small price to pay for all of the fun I have had bashing my head against the wall. And since I am a mobile demo dynamo and do most of my work in other dorms, it really was quite a deal.

The parking fines upset me more. I had never imagined that those little pink slips actually *meant* something. For months, in the ostrich tradition which has made our nation great, I had been flicking my windshield wiper and sending the tickets fluttering away for(I thought)ever. I guess I sometimes forget that justice is actually served on occasion in this community. I wanted no part of it. But parking tickets are an accumulating phenomenon, a procrastinator's kind of punishment, and it's not just the same as being hauled down to the station house.

Towing is a different story entirely. When I was towed, I had to pay or walk. My car was towed on the night of Reagan's inauguration, and I figured that if Reagan could dissappoint hundreds of high school bands because of the weather, I was justified in leaving my car outside my dorm that night. Moses, apparently, knows no political favoritism. I paid my $25 to a man who had the nerve to say, "no hard feelings, someone had to do it" and suggested I come back if I ever needed bona fide repairs, as if I was the sort who would feed the hand that bites me.

But parking tickets are a whole other ballgame. Look at me, I have $50 worth of parking tickets hanging over my head and I'm still as mobile as ever. About the only real consequence of getting all of these parking tickets is that I get even more tickets because Security recognizes my auto without having to snoop around and inspect my sticker. For a while I thought that they actually checked the sticker; so I tried all sorts of evasive tactics to camafluage it in order to avoid the pink patch on my windshield. I tried parking backward against another car, and I tried covering the sticker with snow and then with mud. I even hung jumper cables out the back so my car would appear disabled. But then I finally realized that my car is to Clinton what the Dukes' car is to Hazard County (that analogy could be extended if you like), and I abandoned the intrique in favor of flagrant disregard of all parking rules. These being the hazy, crazy days of college, I thought that it was the least I could do. I parked anywhere my machine took me and paid no attention to the blue and buff signs (though I must admit that they did stir the Continental spirit in me). A rebel without a garage.

But, as I said, justice has been served. The more I think about it, the more the fines worry me. Not that I have any moral trepidation, mind you, I'm just wondering when the axe will fall. I have visions of Moses on stage at graduation with a cash register, standing between me and my diploma. I see Martin poking me with a walking stick and waving my sheepskin just out of reach as he says, "Fifty bucks, sucker, or we'll be using these to toilet train our puppy." Yes, I think that I will have reason to regret my disobedience.

I still feel, however, that I am a victim. I think that we have a clear-cut infringement on my constitutional rights. Who is Security to deny me life, liberty, and the pursuit of happiness? I am simply pursuing my happiness when I park in the Carovano's drive or at the McEwen loading dock. What Moses is doing, while it may well be from higher Authority, is downright un-American. In fact, I'm surprised that he doesn't patrol in a *red* security car.

What I'm getting at, of course, is that I think we have a dynamite issue for spring. Fraternities, sexism, pornography: these are kiddy's play next to vehicular oppression. To tie this all together, I suggest that the Campus Fund Drive pay for my parking fines (if Amnesty International doesn't come through). And perhaps the money should be put in escrow, just in case. I've also decided to go on a hunger strike until my parking record is wiped clean. This issue has it all: oppression, discrimination (do you think I'd be ticketed if I drove a Jaguar), exploitation, and right from the beginning I want no wishywashyness. If you are behind my cause, PISSED (People Incensed by Satanic Security Encroachment on Democracy), I urge you to send me a check (I'll take care of the escrow part, don't you worry) as soon as possible. You can make it payable to me or to Don's Rok.

Miller reveals all

Chuck Miller

Sometimes, after I've scanned my record collection for the umpteenth time, I think about all the problems with listening to radio today. Almost every station in the Mohawk Valley that I can get on my little clock radio has something wrong with it. And that goes for some of the music being broadcast. And now, because people have wondered whether or not I like certain groups, and what I actually think of them (come on, haven't you wondered? At least once? Well maybe your roomate or neighbour has.) So, let me get my positions straight, and I shall comment on what is wrong with popular music today.

George Michael of Wham! should endorse a toothpaste. He and his buddy are, as a reporter once said when reviewing their concert,"the darlings of the Clearasil set."

Cindi Lauper isn't a singer. She's an advertiser for professional wrestling. And as for her hairdo - I've seen Warner Brothers cartoons with characters in them that looked much better than she. Wile E. Coyote, for instance.

Willie Nelson's probably the first multimillionaire that has to borrow fifty cents for a Coke. I'm waiting for his latest album of standards turned country hits. You remember, like "Stardust" and "Over the Rainbow". I'm waiting for him to cover "Beautiful Dreamer," or "Swanee River."

New Edition has to stop sounding like K-Tel's version of the Jackson Five. And that includes sounding like K-Tel's version of Ray Parker.

Seeing Twisted Sister on compact disc makes me cry.

Not seeing the Beatles on compact disc makes me cry.

Talk about fleeting fame - quick name one other hit for Musical Youth besides "Pass the Dutchie."

I hope Simon and Garfunkel get back together soon.

I hope Journey breaks up soon.

How come Band Aid's Christmas single sells 1.5 million copies, but stalls at number 13 on the pop chart, while at the top is some girl who gets her clothes form the garbage dump singing, "Like a virgin, touched for the very first time."?

Ray Parker should not be sued Huey Lewis. In fact, Jeff Lynne of ELO should sue Huey Lewis. Tell me how close "Sweet Walkin' Woman" sounds to "Do you believe in Love."

Why isn't Status Quo a big band in the USA?

Why is Night Ranger a big band in the USA?

Does anybody remember a Flock of Seagulls?

Lionel Richie should never again host the American Music Awards. If I heard the words, "Outrageous," "Is this a party or what?" or "Fantastic," I swear I'll burn my copy of "All Night Long."

Hey, why was Pia Zadora nominated for a song that nobody can prove exists?

And for that matter, why weren't the following songs even considrered - "When Doves Cry," "I Guess That's Why They Call It The Blues," "White Lines," or anything by Darrel Hall and John Oates?

How to tell producers of songs apart - Quincy Jones (Michael Jackson, James Ingram) uses lots of instruments, Steve Lillywhite (U2, Big Country) has the echo machine turned up full blast, Chris Thomas (Pretenders, Sex Pistols) makes sure every instrument being played is heard, Trevor Horn (Yes, Frankie Goes to Hollywood) has that God-awful explosion in every one of his songs, John Robie (C-Bank, Jenny Burton) plays all the instruments - and uses the same ones, at that, Nile Rogers (Madonna, Duran Duran) has a thick bass, Jim Steinman (Meat Loaf, Bonnie Taylor) speaks for himself, Mutt Lange (Cars, Foreigner) puts artists on Top 40 radio, Richard Gottherer (Marshall Crenshaw, Blondie) produces artists one album before they break through, Mike Howlett (OMD, Berlin) produces nice little technopop bands, Martin Rushent (Human League, Go-Go's) turns every group into squeaky-clean sweethearts, Arthur Baker (Planet Patrol, Freeez)'s productions have hokey titles, George Martin (America, Beatles) puts artists under glass for inspection, and Phil Ramone (Billy Joel, Julian Lennon) produces nothing but staunch, gutsy male popsters.

Talk about facelessness - quick, name any of the members of Giuffria. While that's going on, figure out how long it took you to get the proper pronunciation of the band's name.

Must the Pointer Sisters wear the exact same outfits on *Solid Gold, American Bandstand,* and *Dance Fever* that they wore in their video for "Neutron Dance?" I mean, what are they trying to prove?

Prince should get rid of his superiority complex.

R.E.M. should get rid of their inferiority complex.

Watch, this time next year, nobody will have heard of Sheila E.

Quick, what happened to Men Without Hats? Same thing.

CBS could make a killing by making a Bruce Springsteen album containing nothing but the B-sides of all his singles. It'd be a number one within three weeks. Knowing CBS, they'd follow up with a live Springsteen album.

Motown makes the worst videos. They all look like they've been filmed in an abandoned movie soundstage.

There is a Polish film director who won Academy awards for his short films, and who recently did spectacular videos for Art of Noise and Grandmaster Flash. But for the life of me, I can't remember his name. But I want to.

How many video versions of "Relax" are there?

Honestly, did you actually consider buying one of those "Frankie Say" T-shirts? Frankie Goes To Hollywood has proved to me that a band can be the worst sounding thing in the world, with not a drop of talent behind them, but mention that they're from England, and the whole world will drop dead with wonder.

They've found more Hendrix tapes.

Did you know that Philip Bailey was the lead singer for Earth, Wind and Fire? Or did you think he was just a newcomer who met up with Phil Collins?

Paul McCartney should take moviemaking lessons from Prince.

XTC should have been number one in this country five years ago.

At least they should have, as opposed to some like Sheena Easton.

Does anybody remember Grand Funk Railroad?

What did Chicago do with their horns? Bury them?

Boycott any band that has ever played in Sun City, South Africa. That includes Queen, the Temptations, Neil Sedaka, Linda Ronstadt, and Van Halen.

As a matter of fact, just plain boycott Van Halen.

Boston's got a new album coming out soon. And I thought we had finally gotten rid of them.

What do the Knack, Klaatu, and Duran Duran have in common? They're all on Capitol Records, they've all been referred to as the next Beatles, and they're all worthless.

How can Renaissance, a band without so much as a Hot 100 hit, have a ore rabid core of an audience than anybody since the Grateful Dead?

Would Rock 107 play Run-D.M.C. if they had Mick Jagger or Phil Collins singing backup? Or maybe if Eddie Van Halen did the guitar solo.

When people request Run-D.M.C. on WHCL, why do they always request the "V.D. Rap"? Do they think this is on an album?

The Bangles deserve to be shot. Just like all the other neopsychadelic groups out there.

So does Johnny Rotten. The man who creates noise, he was part of a hype to begin with, and the hype just hasn't left him.

The new mecca for new music will be Albany, New York. Why not? I could have said Green Bay, Wisconsin, and everyone would have wondered why also.

Bands from Athens, Georgia, will record together under the name "Peanut Aid," with all proceeds to go to starving band members in Georgia. And believe me, there's plenty of them.

Why can't anybody appreciate the Human League?

Why does anybody tolerate Huey Lewis and the News?

Does Rick Springfield actually think he's being mistaken for the Boss?

Why do Darrel Hall and John Oates dress like punks?

Has anybody ever thought of giving David Lee Roth some saltpeper?

Think hard - what do the words "Curly Shuffle" mean to you?

Do they mean as much as "Pac-Man Fever?"

Or maybe "Convoy?"

And if that wasn't hard enough, what about "The Streak?"

And finally, the station I would recommend to anybody who wants good music - all of the time, go all the way to the left side of your dial, past 107. KG104, U102, 96.9, PNR, then snap the thing to AM and listen to 62 WHEN, Syracuse. AM stereo.

Well, honestly, what did you think I was gonna say?

Op-Ed

Divestment: a moral necessity

Chris Hayes

In the time that Ronald Reagan has pursued his "constructive engagement" attitude, not one major change has taken place for the rights of the Black people in South Africa. Only through the actions, and bloodshed, or the Blacks themselves have several minor changes taken place. The President may claim that he has bought stability for the region by encouraging South Africa to negotiate, but the Blacks have paid for it. The time has come for definite action against apartheid.

Direct US investment in South Africa lies at around $2.3 billion per year. This comes to roughly one percent (slightly less) of all U.S. corporate investment abroad. On the other hand, American companies operating in that country account for nearly 70 percent of SA's computer industry, and one half of its petroleum business. Most U.S. influence rests in this area, in the services companies provide to the government and its industries So far the primary means of weilding this influence has been through a code of conduct known as the "Sullivan Principles".

Ed Lyon already outlined the basics c^ the Sullivan Code in his Op-Ed last \eek. However, the actual picture of its effectiveness is not quite as he presented. More than half of all American companies doing business in South Africa have not agreed to the Code. According to the most recent count I could find, out of approximately 320 companies only 134 had signed. D. Reid Weedon, the Arthur D. Little evaluator, in his most recent report gave "passing" marks to around 70 companies at three levels of compliance to the Code. The other companies either failed to submit to grading, or failed their evaluations. Incidentally, he does not assign grades on a curve. If only 25 percent of American companies make the minimum standard set by a man against divestment, the system must not be working. Clearly, the Sullivan Principles can only be effective if everyone adheres to them. After eight years, this still has not happened, and without extreme pressure seems unlikely to happen.

In addition, when you consider investments of almost two and a half *billion* dollars, the noteworthy achievement of spending $70 million on projects related to the Principles seems less noteworthy. Education for a few thousand Blacks is not going to alter the structure of the society. Some of the educated will fight against inequality, and are fighting now, but the rules and regulations controlling their lives have not changed. They may still be jailed at any time for no reason, or be banned or exiled. The most that even the best educational program could hope for is to raise the economic standards of a few percent of the Black people.

Rather than contributing to this dream I think it essential that all U.S. businesses isolate South Africa. It may be a "hollow, symbolic gesture," but to remain tied to that regime would be a meaningful gesture, one of lack of concern. In the case of Hamilton College, it is rather petty to be considering losses of fractions of a percent on interest rates, or the cost of reinvesting elsewhere, when we are supposed to be an academic institution and representing the ideals of our country. Just because South Africa has made it lucrative to bring our investments there does not mean we should. We can afford divestiture far more easily than generations of Black South Africans can tolerate years of continued indentured servitude.

Divestment is *not* "simply an economic sanction." Divestment is a reaction against a rascist and repressive regime. Any business involvement in South Africa represents support for the white regime, no matter what other purpose they accomplish. Withdrawal of American interests remains the only moral choice. Whether or not this action has the effect of forcing the South African government to reconsider some of its policies, it must be taken. The claim that the "symbolic gesture" would hurt us and do no good at all for South African Blacks is debatable at best. The alternative, which we have seen in action, is no better.

Politically, they will be as powerless as ever.

The problem is not even so simple as providing education. The South African government routinely moves people beyond the reach of any power but their own. Every year the government relocates people from their homes in South Africa into nominally sovereign "bantustans", where they are no longer recognized as residents of the Republic of South Africa. In these "homelands" the people suffer greater poverty than they would in white-controlled South Africa. They occupy only 13 percent of the country's territory, claiming perhaps 5 percent of the GNP. They constitute half of Black South Africa. These are people who will almost certainly never feel the effect of "constructive intervention." At best they will serve as a labor pool for South African industry. There may be a time in the future when South Africa will proudly announce universal suffrage and majority rule, giving the vote to a handful of Blacks yet remaining legally in the "Republic of South Africa." The state will have accomplished the Orwellian dream of creating an "unperson", millions of unpersons, politically dead but still working to keep the country running profitably. Americans support this policy when they invest in South African interests of any kind. That can be the only thing they work toward, under the law of the land.

Traditional values?!

Greg Thomas

Why does Hamilton continue its investment in companies with South African subsidiaries? Why is minority representation in the student body, faculty and administration virtually nonexistent? Why doesn't Hamilton offer its students a specific program of Afro-American Studies?

Although each may be answered in various ways, the overall answer is probably that Hamilton is a traditional, cost conscious institution. The fact that Hamilton has had a historical orientation geared to furthering Euro-American culture and thought dictates certain present day realities. And like any other private educational institution, we must make investment decisions that reflect our short and long term goals and interests.

But what are those goals and interests? A pre-freshman reading the "Academic Purposes and Goals" of the College might assume that a well-rounded liberal arts education is the main goal for its students. And rhetorically speaking, the fight against the "Twin provincialisms of ignorance and arrogance" has a nice ring. Unfortunately, many students graduate from Hamilton with an arrogance rooted in ignorance. Clearly, furthering the ability of students to think about concepts, issues and ideas from differing perspectives is in the best interest of the college community. But if students are offered a limited range of disciplines to choose from, how can they be expected to think objectively?

Do not misunderstand me. I am not arguing that no attempts have been made to improve Hamilton's priorities and practices. The faculty and administration are fully aware that Hamilton must prepare its students for life in this rapidly changing world. But in attempts to keep pace with change we must be careful to build a firm foundation. Hamilton (according to Dean Endy) has not given much thought to the idea of an Afro-American studies program. This oversight is tantamount to building a house without a firm foundation.

An Afro-American studies program is essential to our education because black Americans are an integral part of American history and culture. Furthermore, black people, in general, are an essential part of *world history and culture*. For example, would the study of Judaism and Christianity be complete without an understanding of Eastern and African influence upon the formulation of those religions? Would the study of Latin America, the Caribbean, or the Third world as a whole be complete without understanding the part played by blacks? Would there be rock music without the existence of blues and jazz?

Other small, highly competitive east coast colleges have taken the time to *look carefully at the possibility of* an Afro-American studies program playing a role in their curriculums. More importantly, many institutions have gone past the planning stages and have aggressively pursued a specific program of study in this area. I have conducted a brief survey of seven institutions in order to make my point clear. The seven schools are Amherst, Bowdoin, Colgate, Haverford, Swarthmore, Vassar and Williams. Five of these colleges are in the "Most Competitive" category in the *Barron's Profiles of American Colleges.* The other two, Colgate and Vassar, are in the "Highly Competitive" category along with Hamilton. The specifics of their student population and percentage of minority students are as follows:

	Student Population	% of Minority Students
Amherst	1,600	10%
Bowdoin	1,300	6%
Colgate	2,600	11%
Haverford	1,000	10%
Swarthmore	1,350	19%
Vassar	2,250	11%
Williams	1,900	11%
Hamilton	1,600	5%

For the sake of further comparison, I will list some courses in various disciplines under the Afro-American Studies banner.

Art
The Black Aesthetic— Bowdoin
The Arts of Africa--Vasssar

Drama
Oral Interpretation of Black Drama & Literature— Vassar

Philosophy
African Philosophy— Haverford

Economics
The Economics of United States Third World People— Haverford
The Economics of Slavery and Its Aftermath--Williams

English and Literature
African-American Poetry— Amherst
Great Books and Classics of the Non-Western World: Africa and the Black Diaspora— Vassar
The Harlem Renaissance— Vassar

French
Racism and the African Reaction: A Dialectical Study of Modern-French African Literature— Bowdoin

History
African Elements in Brazil, Latin America and the Caribbean— Amherst
Afro-American Intellectual History— Haverford
Europe in Africa: Seminar on Colonialsim and Imperialism in the 19th and 20th Centuries— Vassar

Political Science
Patterns of African and Irish Nationalism— Amherst
Politics of Liberation and Dependent Development— Amherst
Race, Ethnicity, and Public Policy -- Swarthmore

Psycology
Psychology of Black Experience in White America— Vassar
Race Relations— Williams

Sociology
African and Afro-American Social Theory— Colgate

In addition, the following schools offer their students an afro-American Studies program: Colby, Cornell, Dartmouth, Harvard, Princeton, Wellesley, Wesleyan and Yale.

In a recent letter to parents, President Carovano stated that, "The members of the Hamilton Faculty are not being compensated as well as counterparts at similar institutions." The inevitable tuition hike was justified based on that reasoning. Well, are Hamilton students being offered the same curricular diversity as counterparts at similar institution? The answer should be clear.

What should be done to rectify this deficiency? For one, more administrative and faculty time must be allocated to serious consideration of this issue. Two, analysis of what departments will be part of this program. Three, determination of the proper mix of courses to insure an innovative program that will compete with the programs offered at other similar institutions. A step up *for Hamilton* should be an effort for more than greenbacks. By allocating time, money and other resources to this effort the Hamilton admistration can show how much it really empathizes with our cause. And the creative exercise provided for the faculty by consideration of this issue will prove that it is flexible to change.

Change. Why is Hamilton systemically aposed to it? Change can be harmful, if not prepared for properly in advance. But change can also bring Hamilton's standards up to the level achieved at other institutions. And we hope that this positive change will help propel Hamilton past other similar institutions in the fight for the best students and the best academic reputation.

We ask: Will Hamilton divest?
They respond: No

We ask: Will minoritry representation in the student body, faculty and administration improve?
They respond: Probably not, but we will give the appearance of trying.

We ask: Will Hamilton soon offer its students an Afro-American Studies program?
They respond: That remains to be seen.
WE RESPOND: Nevertheless, aluta continua! (struggle continues!)

Editorial

A lesson from Bundy

The "incident" that occured last weekend between members of two different groups at the Bundy dance party is representative of a good thing gone bad. Rumors of racism, bigotry and violence spread through the rank and file of the Hill, bitterly distorting the *actual* significance of the event as it was intended to be: a coordinated effort of cooperation and aspiration between two historically disparate groups trying to improve their relationship while helping a worthwhile charity. What occurred, though, was a surplus of innuendoes and flared tempers that left a bad taste in everyone's mouth. Pending judicial investigation and peaceful resolve between the people involved, the incident and all of its implications will fade to grey as do so many issues spawned by the coming of spring. The real question is: where do we go from here?

The only place we can go is up. Hopefully, vindictiveness will yield to reason and a lesson can be learned from this clash not only by those directly involved, but by the rest of us who wait, observe and judge by the sidelines. Small in proportion, incidents like this that are representative of a larger problem are big on impact in a small community: they affect our daily lives here at Hamilton *strongly*, especially in the way we perceive others. By transcending the *incident* and concentrating on the *issue,* we as a community can learn to exist on fair and equal grounds, not as adversaries but as advocates of the same goal: a benign coexistence.

The lesson to be learned is really the one put forth in the first place—that conviviality can and should be colorblind—and that regression to values of prejudice can serve only to perpetuate needless tensions and stereotypes. By looking at this incident and the concurrent resolution as a positive learning experience, and that we must work harder to achieve an understanding, we can de-fuse any time bombs waiting to go off in the future.

Corrections

Last week's article, "La Vanguardia breaks with BLSU" presented the issue of the formation of the new Litin group in a distorted fashion. The tone of the article suggests that an adversarial relationship between groups inspired the break whereas it was done primarily in response to a recognized cultural need to create a separate Latin organization. Also comments from members of BLSU members was inadvertently omitted in the article and comment on the separation from that group as well as other members of La Vanguardia was not presented. We invide comments on this issue and regret any hardships or misunderstanding that may have resulted from the presentation.

In a separate incident, a letter written last week entitile "SA member speaks up" was incorrectly printed, thus distorting the intended meaning of the letter. The letter is reprinted in full with the siam title on the letters page.

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Events

Friday, March 15

- Women's Energy Weekend. See separate schedule.
- Newman Mass. Father John Croghan. Chapel. 12:00 noon.
- Samuel Kirkland Film Society presents: *North by Northwest*. KJ Aud. 8:00 & 10:00 pm.
- Foreign and Fine Film Society presents: *Fort Apache*. Sci. Aud. 8:00 & 10:00 pm.
- Wallace Bradley Johnson Prize Plays featuring Andrew Wing '85 — "The Trashman," Nick Lansing '87 — "After Dinner," Chris Sulavik '87 — "Bedpost Marriage," and Matthew Woods '88 — "The Countess Drops Her Hankerchief." List Recital Hall, 8:30 pm.

- Dance. Featuring DJ's Dwayne Richardson and Rand Hayden. Sponsored by BLSU. To Benefit the Campus Fund Drive and Ethiopian Relief. Admission $1.00. Commons Dining Hall. 10:00 pm.

Saturday, March 16

- Women's Energy Weekend. See separate schedule.
- Newman Mass. Father John Croghan. KJ Red Pit (rm 109) 6:30 pm.
- Samuel Kirkland Society presents: *North by Northwest*. Sci Aud. 8:00 & 10:00 pm.
- Foreign and Fine Film Society presents: *Fort Apache*. KJ Aud. 8:00 & 10:00 pm.
- Wallace Bradley Johnson Prize Plays. List Recital Hall. 8:30 pm.

Sunday, March 17

- Women's Energy Weekend. See separate schedule.
- Chapel Services. Rev. Jeffrey Eaton. Chapel. 10:30 pm.
- Lecture: Meyer Bodoff, Director of Jewish Community Council of Utica. "Emergency: Jewish Lives!" Sponsored by Hillel. BCC Assembly Room.
- Newman Mass. Father John Croghan. Chapel. 1:00 pm.
- Samuel Kirkland Film Society presents: *North by Northwest*. KJ Aud. 8:00 & 10:00 pm.
- Foreign and Fine Film Society presents: *Fort Apache*. Sci. Aud. 8:00 & 10:00 pm.
- Wallace Bradley Johnson Prize Plays. List Recital Hall. 8:30 pm.

Monday, March 18

- Applications due for Special Interest Housing, Dean of Students, 12:00 noon.
- Introduction to Computing at Cornell. Burke (005). 4:00 pm.
- Lecture sponsored by the Philosophy Dept. Professor Merrie Bergman, "Sexist Humor: What's Wrong With It?" KJ Red Pit (rm 109) 4:10 pm
- Film Sponsored by the Art Department. *Vienna: The Mark of Gold*. KJ Red Pit. (rm 109) 7:00 pm.
- Wednesday Night is LIVE at the Hub. 9:30 pm.

Tuesday, March 19

- Newman Mass. Father John Croghan. Chapel. 12:00 noon.
- Faculty Club Dinner. Azel Backus House. 5:30 pm.
- Middle East Film Series: *Ramparts of Clay*. Sci. Aud. 7:00 pm.
- Career Center Interviewing Workshop. TV Studio, 3rd Floor. Christian A. Johnson Building. 7:30 pm.
- Open meeting with Dean Jervis. Chaplaincy Review. KJ Red Pit. (rm 109) 7:30 pm.
- Lecture sponsored by Root — Jessup Public Affairs Council. Curtis Sliwa, founder of Guardian Angels. Chapel. 8:30 pm.
- Film. Charlie Chaplin's *The Great Dictator*. Sponsored by Theater and Dance Department. KJ Aud. 7:00 pm.
- Journal Club Meeting. A Talk by David C. Paris, Associate Professor of Government, "Liberalism's Core" Problem in Recent Discussions of Education." BCC Dwight Lounge.
- Sigma Xi Lecture. Dr. Sue Ann Miller. "Differential Cell Proliferation in the Shaping of Embryos." Sci. Aud. 8:30 pm.
- Newman Mass. Father John Croghan. Chapel. 12:00 noon.

Wednesday, March 20

- Newman Mass. Father John Croghan. Chapel. 12:00 noon.

See you after spring break

Thursday, March 21

- Sign up deadline for Off Campus Housing, Dean of Students Office, 12:00 noon.
- Newman Mass. Father John Croghan. Chapel. 12:00 noon.

Friday, March 22

- Spring Break Begins at 4:00 pm.
- Newman Mass. Father John Croghan. Chapel. 12:00 noon.

Miscellaneous

- March 16 — 22. Current Emerson Gallery Art Exhibition: John Hultberg: Painter of the In-Between. Emerson Gallery, Christian A. Johnson Building. (closes April 28).
- The Outing Club asks that all equipment be returned by Thursday, March 21st. Those who have not returned borrowed equipment, will be billed for the full cost of that equipment. The Outing Club is open Monday and Thursday nights from 7:00 - 8:30 pm.
- Anyone interested in living in the new Music House, please contact Tim Perrell, or Larry Towner.
- The Student Publications Board is now accepting applications for several editorial positions, Chairperson, and Business Manager of the Board. Applicants for Business Manager should be familiar with accounting procedures. Applications are available at Bristol Campus Center and are due Monday, April 1, 1985. For more information, contact Kathy Breslin.
- The deadline for entries in the annual writing competitions (see the *Hamilton College Catalogue*, pp. 253-255) is noon, Wednesday, April 10. Two additional awards are available this year: (1) *The Rose B. Tager Prize* for the best short story, and (2) *The D.L. Royce Prize* for the best essay on the life or works of Alexander Woollcott, Class of 1909. Submit entries to Mrs. McLellan, Root 116. rules governing the contests are available in Root 116.
- Except for loading and unloading during college vacation times, all private vehicles are prohibited from pedestrian walks on campus and from the quad when it is locked. Any vehicle seen driving in these restricted areas will have its parking permit immediately revoked and will not be allowed to park on campus for the remainder of the school year.
- Auditions for Ezra Pound's adaptation of Sophocles' *Women of Trachis*, please contact Edwin Barrett by campus mail or phone 853-2008 or 859-7176. The reading will be held during the Ezra Pound Conference the weekend of April 19-21.
- Current Emerson Gallery Exhibition: John Hultberg: Painter of the In-Between. Christian A. Johnson Building (closes April 28).